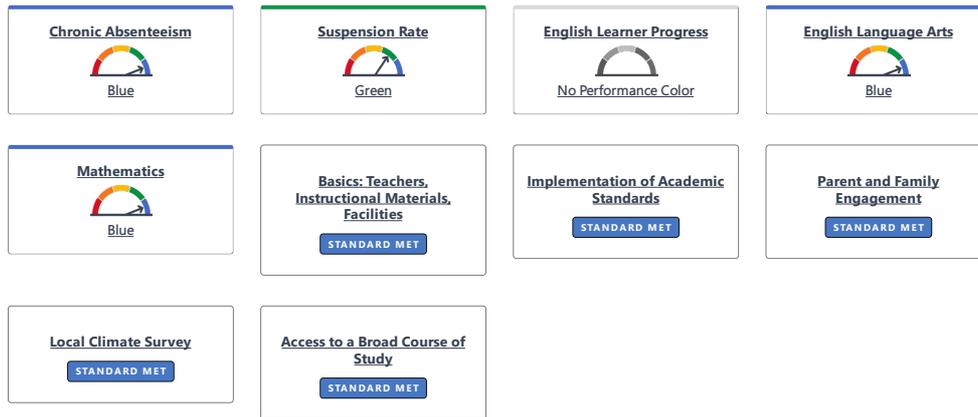


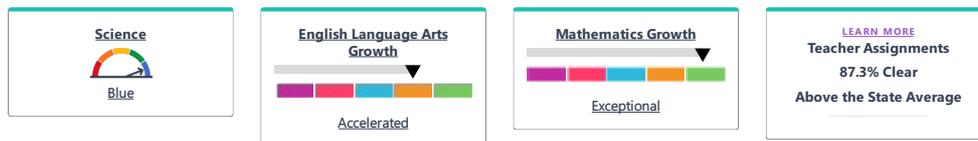
# JCS - Mountain Oaks

Explore the performance of JCS - Mountain Oaks under California's Accountability System.



## Informational Purposes

Explore the following data elements presented for informational purposes only. These data are not used for accountability determinations.



## School Details

### Optional Narrative Summary

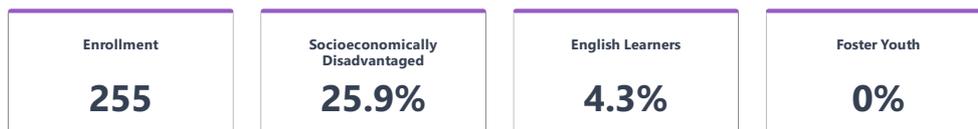
Completed By JCS - Mountain Oaks

JCS-Mountain Oaks (JCS-MO) is an independent study TK-8 charter sponsored by Julian Union Elementary School District. JCS-MO serves approximately 250 students in San Diego County. JCS-MO is a hybrid program with some students in home study and others in an academy 4 days/week. Academy students are taught by a certified teacher ~74% of the time and by a parent-teacher ~26% of the time. Home study instruction is overseen by parents with support from a credentialed teacher.

<b>NAME</b> JCS - Mountain Oaks	<b>ADDRESS</b> <a href="#">539 Encinitas Boulevard</a> <a href="#">Encinitas, CA 92024-3748</a>	<b>WEBSITE</b> <a href="http://mountainoaksjcs-inc.org">http://mountainoaksjcs-inc.org</a>	<b>GRADES SERVED</b> P-8
<b>CHARTER</b> Yes	<b>DASHBOARD ALTERNATIVE SCHOOLS STATUS</b> No	<b>LCAP</b> <a href="#">Download the LCAP</a>	

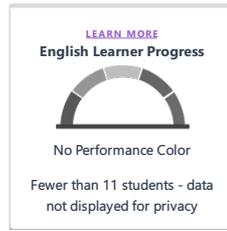
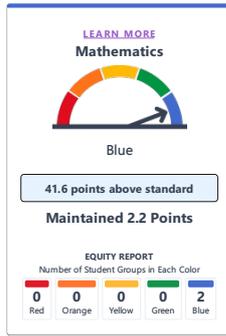
## Student Population

Explore information about this school's student population.

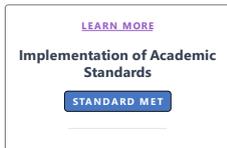


## Academic Performance

View Student Assessment Results and other aspects of school performance.

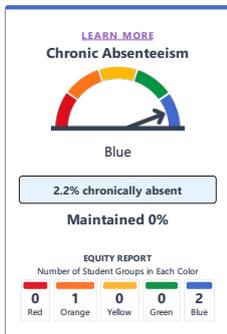


### Local Indicators



## Academic Engagement

See information that shows how well schools are engaging students in their learning.

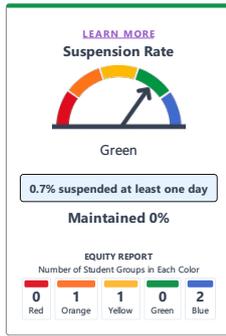


### Local Indicators

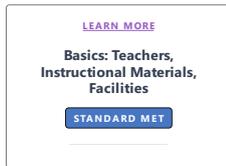


## Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

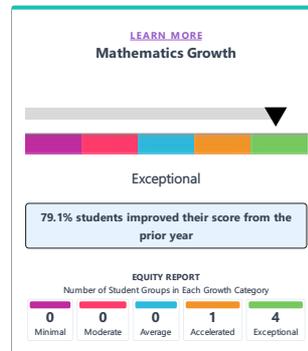
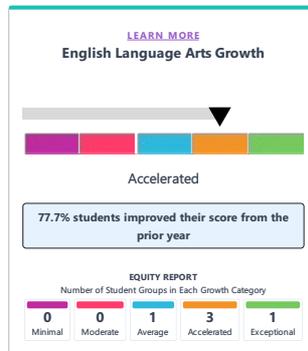
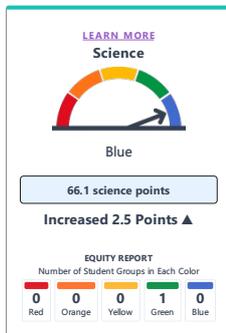


### Local Indicators



## Informational Purposes

Explore the following data elements presented for informational purposes only. These data are not used for accountability determinations.



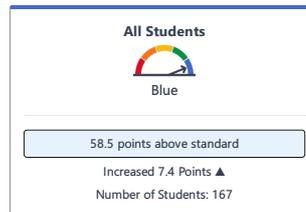
# Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

## English Language Arts

### All Students

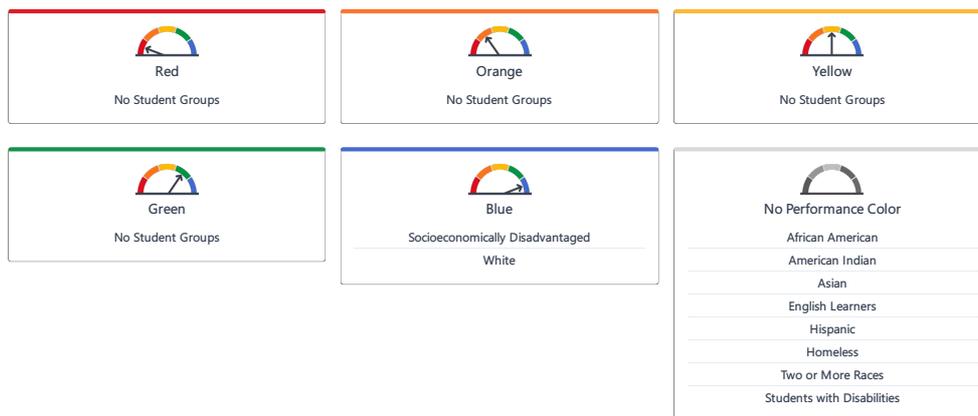
Explore how well students are meeting proficiency standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



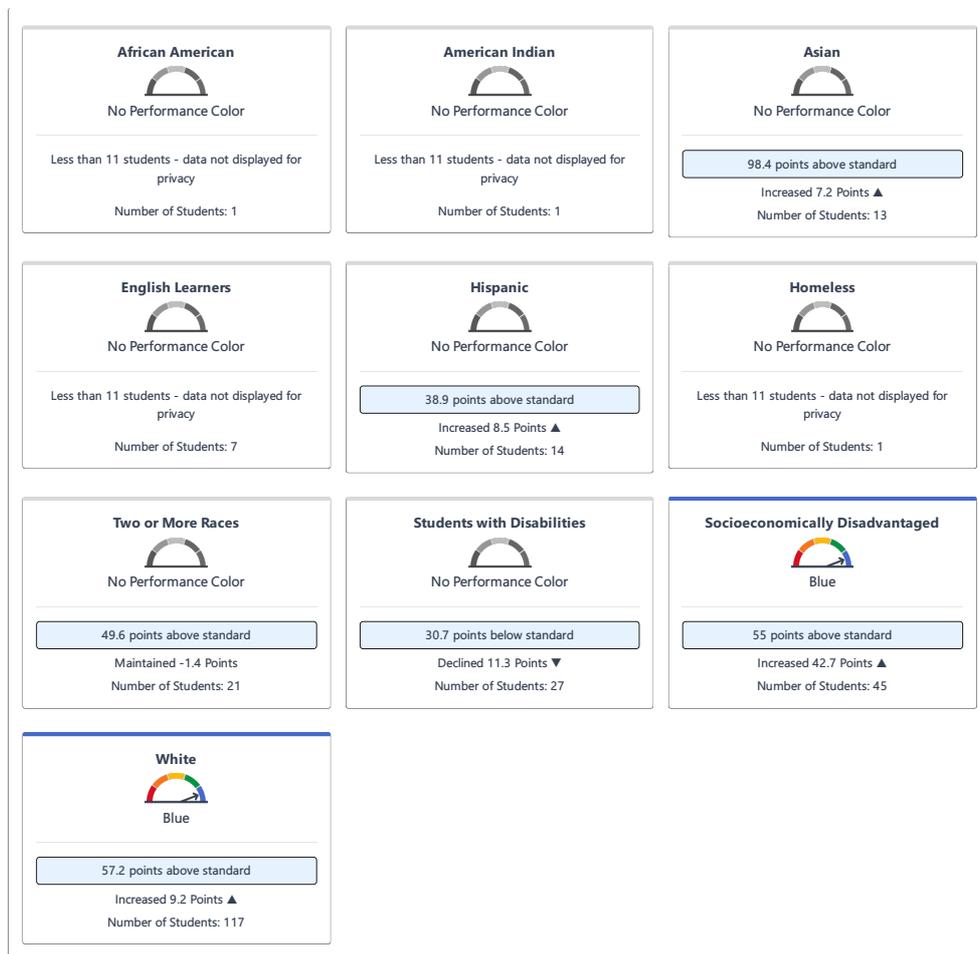
### Student Group Details

#### All Student Groups by Performance Level

10 Total Student Groups



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Distance from Standard measures how far, on average, students are from the lowest possible score for Level 3/Proficient. The Smarter Balanced Consortium has identified Level 3/Proficient as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2019	2022	2023	2024	2025
All Students	53.8 points above standard	77.6 points above standard	57.7 points above standard	51 points above standard	58.5 points above standard

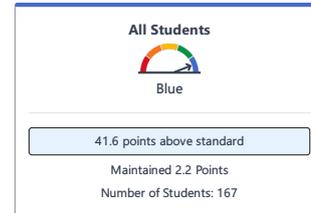
### English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English-only students in English Language Arts.

Current English Learners	Recently Reclassified English Learners	English Only
<p>Fewer than 11 students - data not displayed for privacy</p> <p>Number of Students: 5</p>	<p>Fewer than 11 students - data not displayed for privacy</p> <p>Number of Students: 2</p>	<p>58 points above standard</p> <p>Increased 6.6 Points ▲</p> <p>Number of Students: 146</p>

### All Students

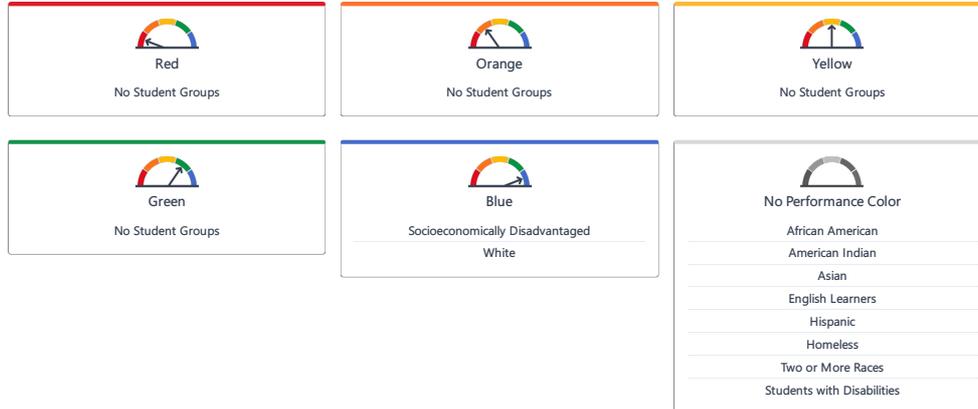
Explore how well students are meeting proficiency standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



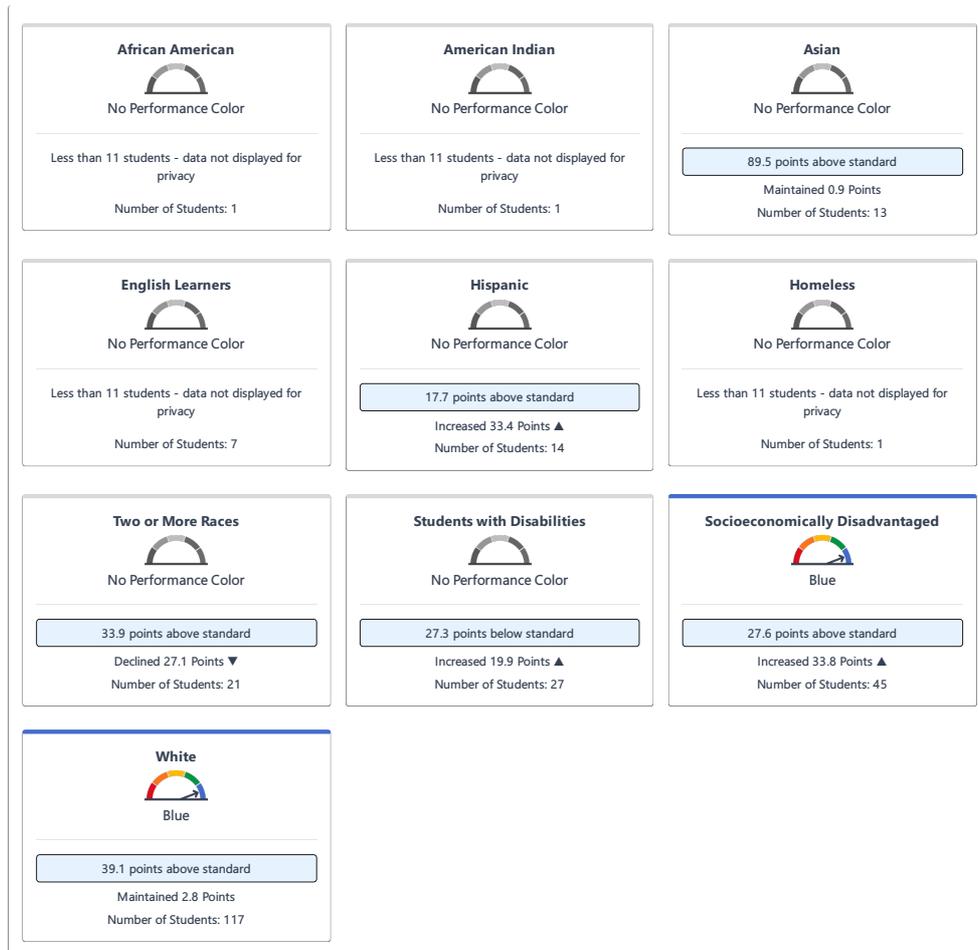
### Student Group Details

#### All Student Groups by Performance Level

10 Total Student Groups



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### Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Level 3/Proficient. The Smarter Balanced Consortium has identified Level 3/Proficient as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

2019	2022	2023	2024	2025
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	2019	2022	2023	2024	2025
All Students	43.6 points above standard	38.5 points above standard	31.9 points above standard	39.4 points above standard	41.6 points above standard

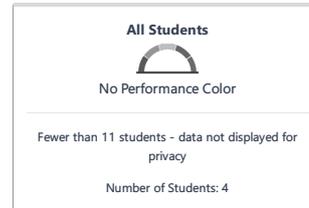
### Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English-only students in mathematics.

Current English Learners	Recently Reclassified English Learners	English Only
<p>Fewer than 11 students - data not displayed for privacy</p> <p>Number of Students: 5</p>	<p>Fewer than 11 students - data not displayed for privacy</p> <p>Number of Students: 2</p>	<p>40.1 points above standard</p> <p>Maintained 2.3 Points</p> <p>Number of Students: 146</p>

### All Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



### Student Group Details

#### All Student Groups by Performance Level

1 Total Student Group



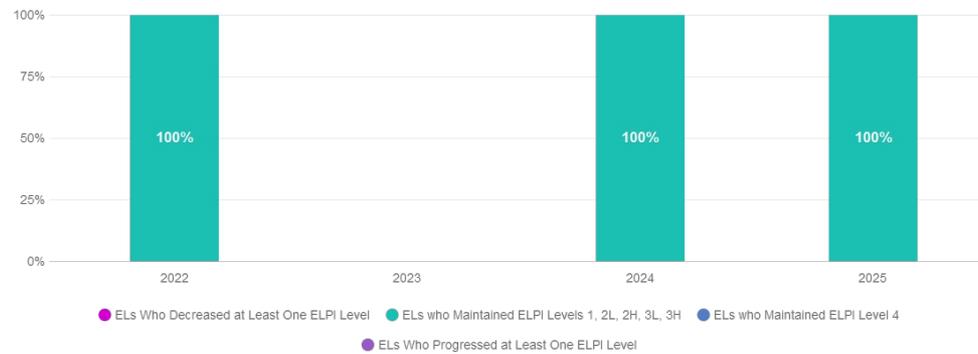
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### Student English Language Acquisition Results

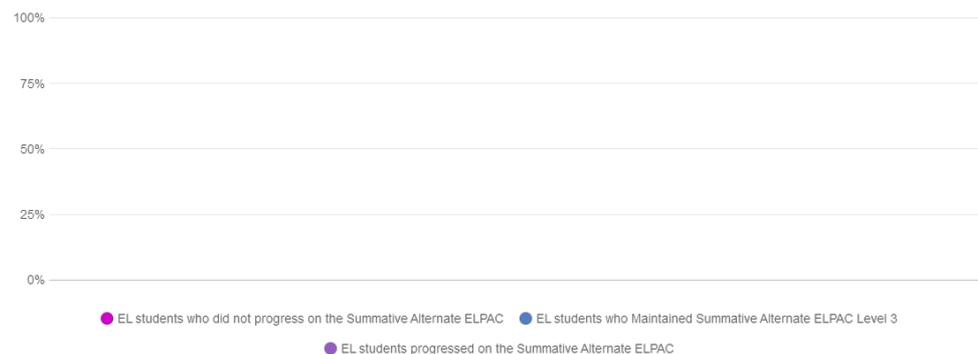
#### Summative ELPAC

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.



#### Summative Alternate ELPAC

The percentage of current EL students who progressed on the Summative Alternate ELPAC, who maintained level 3, or did not progress on the Summative Alternate ELPAC.



STANDARD MET

### Implementation of Academic Standards

This measure covers the implementation of state academic standards.

Local educational agencies (LEAs) annually measure their progress in implementing state academic standards and report the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected with locally selected measures or tools and includes a description of why the district chose the selected measure or tool.

#### Narrative Summary

See Option 2: Reflection Tool.

#### Reflection Tool Rating Scale (lowest to highest)

1	Exploration And Research Phase
2	Beginning Development
3	Initial Implementation
4	Full Implementation
5	Full Implementation And Sustainability
N/A	Not Applicable

### Professional Development

Progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

English Language Arts – Common Core State Standards for English Language Arts

4 Full Implementation

English Language Development (Aligned to English Language Arts Standards)

4 Full Implementation

Mathematics – Common Core State Standards for Mathematics

4 Full Implementation

Next Generation Science Standards

4 Full Implementation

History - Social Science

4 Full Implementation

### Instructional Materials

Progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

English Language Arts – Common Core State Standards for English Language Arts

4 Full Implementation

English Language Development (Aligned to English Language Arts Standards)

4 Full Implementation

Mathematics – Common Core State Standards for Mathematics

4 Full Implementation

Next Generation Science Standards

4 Full Implementation

History - Social Science

4 Full Implementation

### Policy & Program Support

Progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

English Language Arts – Common Core State Standards for English Language Arts

4 Full Implementation

English Language Development (Aligned to English Language Arts Standards)

4 Full Implementation

Mathematics – Common Core State Standards for Mathematics

4 Full Implementation

Next Generation Science Standards

4 Full Implementation

History - Social Science

4 Full Implementation

### Implementation of Standards

Progress implementing each of the following academic standards adopted by the State Board of Education for all students.

Career Technical Education

N/A Not Applicable

Health Education Content Standards

4 Full Implementation

Physical Education Model Content Standards

4 Full Implementation

Visual and Performing Arts

4 Full Implementation

World Language

N/A Not Applicable

### Engagement of School Leadership

Success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Identifying the professional learning needs of groups of teachers or staff as a whole

4 Full Implementation

Identifying the professional learning needs of individual teachers

4 Full Implementation

4	Full Implementation
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Providing support for teachers on the standards they have not yet mastered

4	Full Implementation
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**Additional Comments**

Curriculum and resources aligned to CCSS and CA standards of learning have been adopted and implemented by the LEA for several years. Professional Learning for teachers has been provided to utilize curriculum and best impact student learning and differentiation based on need in all areas. Other State Funding, Partnerships with Parent-Teacher Organizations, and Educational Enrichment Partners help to implement Health, PE, and VAPA standards appropriate and sustainable for our school. Annually, the school focuses on teaching and learning goals appropriate for the collective community of educators and students, and we grow together in a PLC format. Individual teachers also write SMART goals to address their personal and professional learning needs. Increasing the capacity to provide support for teachers to meet standards through professional learning plans (PIPs) is ongoing.

According to staff, improving the school's ability to implement state academic standards is a work in progress. One challenge is having a single director overseeing two campuses, which limits the capacity for continued growth of both teaching and support staff. To foster improvement, the school needs better teacher retention, allowing staff to receive more specialized training, such as GATE training. However, this training is expensive and not feasible if teachers do not remain on the campus long-term, making it difficult to build sustained growth in this area.

# Academic Engagement

View data about academic participation.

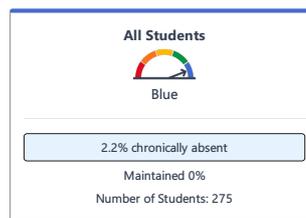
## Chronic Absenteeism

### All Students

Explore information about the percentage of students in transitional kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports:

[https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?](https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?agglevel=School&cds=37681630138156&year=2024-25)

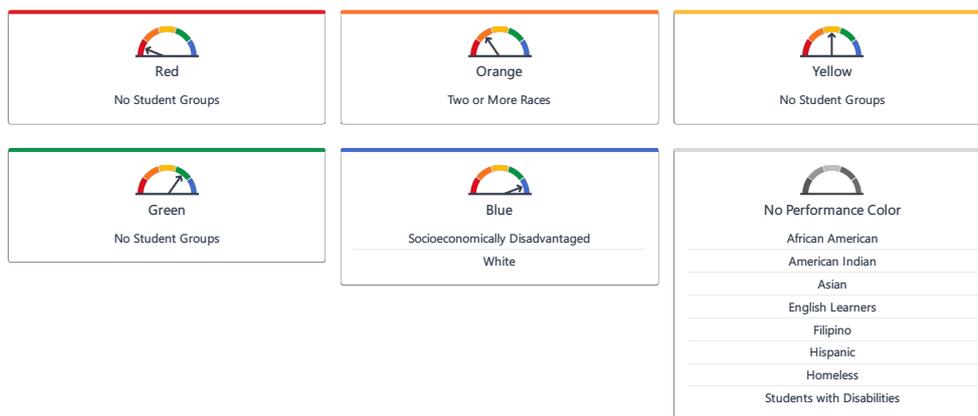
[agglevel=School&cds=37681630138156&year=2024-25](https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?agglevel=School&cds=37681630138156&year=2024-25)



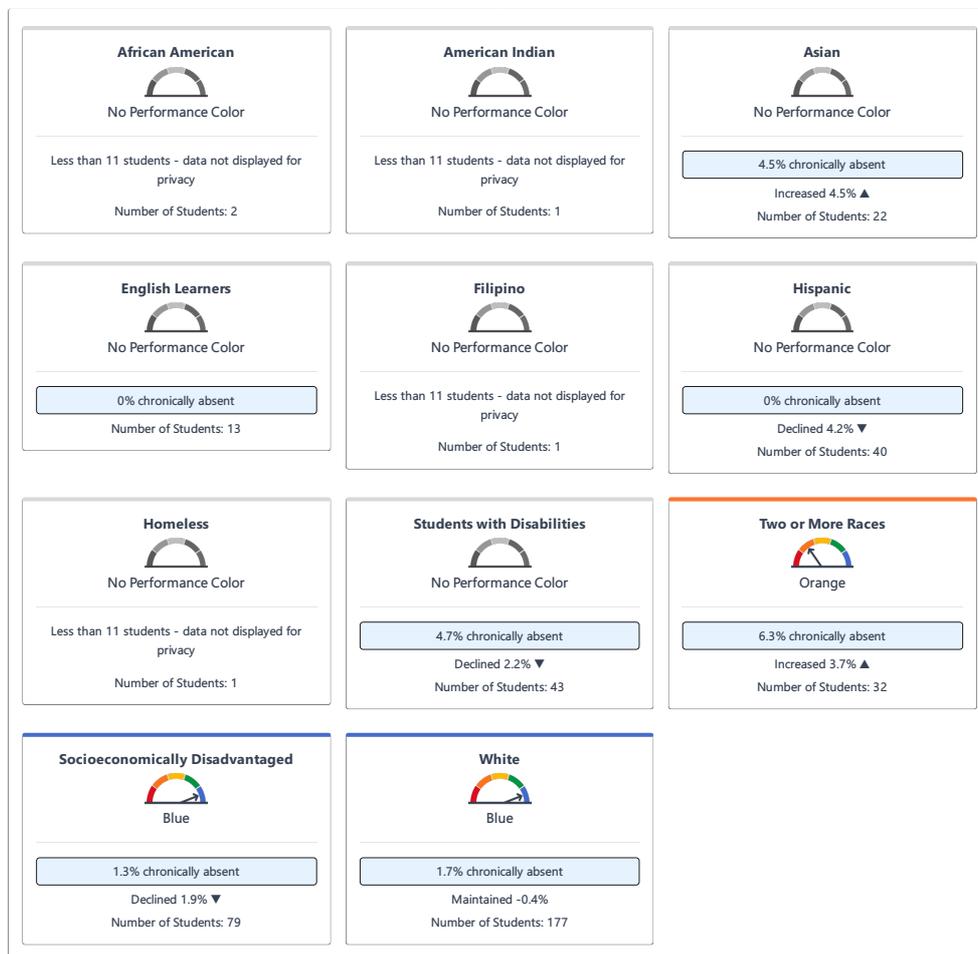
### Student Group Details

#### All Student Groups by Performance Level

11 Total Student Groups



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### Chronic Absenteeism By Year

Percentage of students who were chronically absent at least 10 percent or more of the instructional days that they were enrolled to attend in school.

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	2019	2022	2023	2024	2025
Chronic Absenteeism	0.6%	2.8%	0.8%	2.2%	2.2%

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STANDARD MET

## Access to a Broad Course of Study

This measure explores whether students have access to, and are enrolled in, a broad course of study including the programs and services developed and provided to unduplicated students and individuals with exceptional needs.

LEAs report progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code for Grades 1-6 and 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs to their local governing boards at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected through locally selected tools and measures that identifies differences across school sites and student groups, barriers preventing student access, and any revisions to ensure access for all students.

### **1. The locally selected measures or tools used to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.**

Master Agreements class schedules of all students are reviewed each semester to make sure students are enrolled in a broad range of studies and individualized needs are being met.

### **2. A summary of the differences across school sites and student groups having access to, and are enrolled in, a broad course of study, and may include a description of progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.**

All students have access to the same curriculum and supports provided by JCS-Mountain Oaks. Students with IEPs and English learners have access to the same curriculum and courses as other students with supports as needed for success.

### **3. Identification of any barriers preventing access to a broad course of study for all students.**

JCS-Mountain Oaks strives to provide equitable opportunities for all students. This includes differentiation and support based on need to "level the playing field". Some barriers that we have identified have to do with parent- teacher support and engagement. Because JCS-Mountain Oaks is an independent study charter school and all students are homeschooled to some extent, we have observed that students with a more supportive and engaged home environment achieve at higher levels.

### **4. Revisions, decisions, or new actions that will be implemented, or has been implemented, to ensure access to a broad course of study for all students.**

We will continue to review Written Learning Agreements and class schedules to ensure all students have access to a broad course of study.

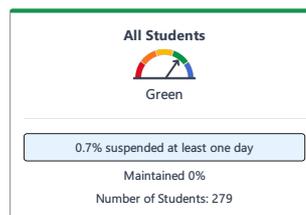
# Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

## Suspension Rate

### All Students

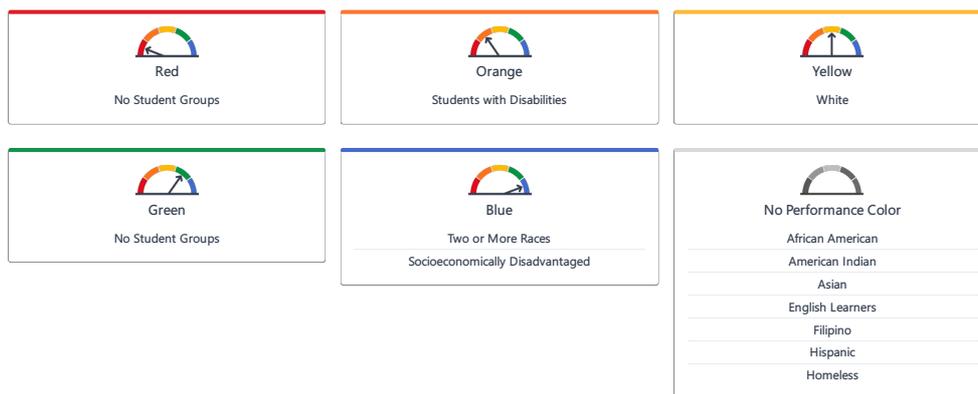
Explore information about the percentage of students in transitional kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.



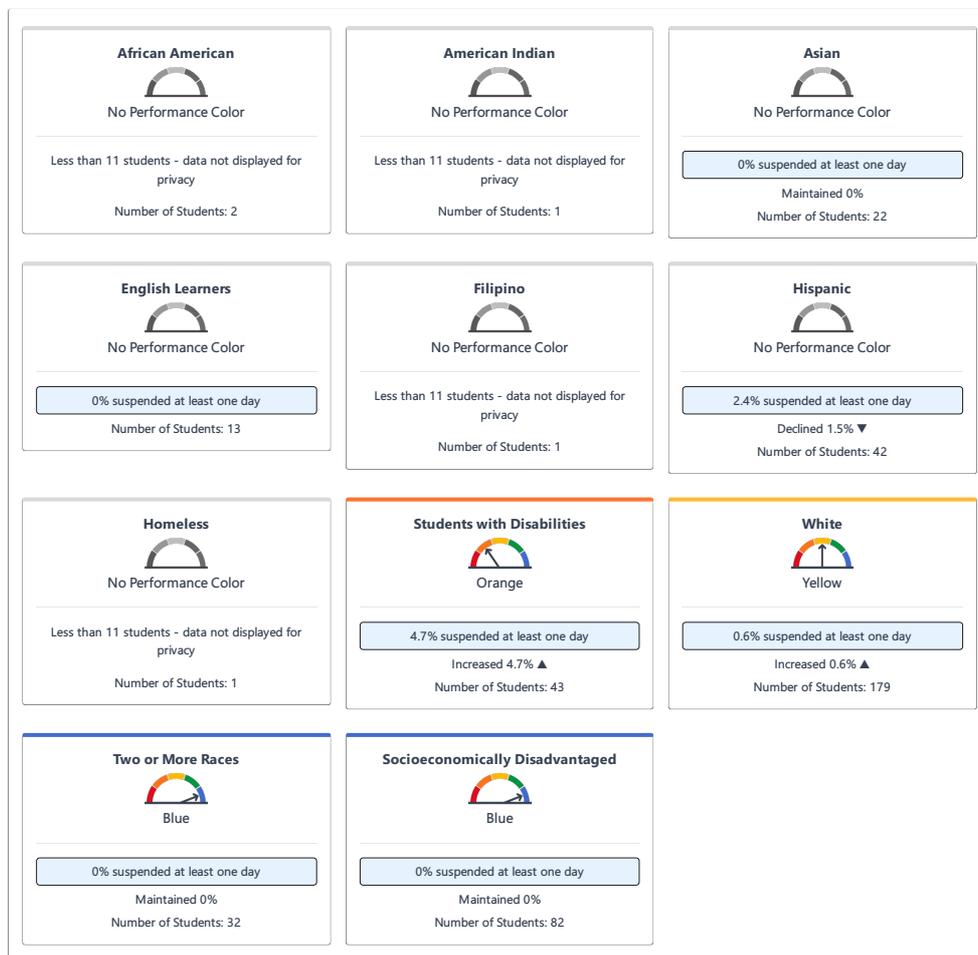
### Student Group Details

#### All Student Groups by Performance Level

11 Total Student Groups



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### Suspension Rate By Year

Percentage of students who were suspended.

	2019	2022	2023	2024	2025
Suspension Rate	0.5%	0.2%	0.3%	0.7%	0.7%

STANDARD MET

### Basics: Teachers, Instructional Materials, Facilities

This measure addresses the percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and safe, clean and functional school facilities.

As applicable, 100% of all school sites promptly address any complaints or other deficiencies identified throughout the academic year and provide information annually on progress meeting this standard to the local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

#### Appropriately Assigned Teachers

Name	Total Teaching Full-Time Equivalent <sup>1</sup> (FTE)	Clear <sup>2</sup> (% of teaching FTE)	Comparison to Statewide Average
LEA	12.6	87.3%	Above
County	22,732.02	85.9%	Above
Statewide	278,927.09	82.5%	n/a

<sup>1</sup>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.

<sup>2</sup>"Clear" refers to the percentage of full-time equivalent teachers who are Fully Credentialed (Preliminary or Clear) for Subject and Student Placement (properly assigned). An assignment describes a position based on its setting, subject, and grade level.

For additional information about appropriately assigned teachers at schools within this local educational agency, please visit the Dataquest Teaching Assignment with School Data report at <https://dq.cde.ca.gov/dataquest/DQCensus/TchAssgnOutcomeLevels.aspx?aggllevel=School&cids=376816301381568year=2023-24>.

Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home

0

Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies And Extreme Deficiencies)

1

STANDARD MET

### Parent and Family Engagement

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the State Board of Education adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its Local Control and Accountability Plan (LCAP), and reports to educational partners and the public through the Dashboard.

#### 1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.

Full Implementation

#### 2. Rate the LEA's progress in creating welcoming environments for all families in the community.

Full Implementation

#### 3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

Full Implementation

#### 4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.

Full Implementation

#### Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

JCS-Mountain Oaks has experienced some significant leadership changes in the past couple of years; therefore, building relationships between school staff and families has been a priority. The school has continued to utilize ParentSquare for communication to build relationships with families, along with weekly newsletters, student-led goal-setting conferences, conferences throughout the year, and end-of-the-year Scholarly Presentations of learning. We are strongly encouraged to attend School Site Council and JCS-Inc. Board meetings throughout the year and participate in surveys that elicit feedback aligned to school improvement and decision-making. On a survey given in Spring 2025, 94% of parents indicated they believe that teachers care about their students and are available to them. Additionally, parents cited that "nurturing school community" was one of the top reasons they chose JCS- Mountain Oaks.

According to staff, a key strength in Building Relationships between school staff and families is the presence of leadership whose consistent, friendly interactions with students and families foster a sense of community and connection. The community is strengthened when staff greet students and parents individually each morning, address concerns, and invest time and energy into every family, staff member, and teacher. This approach to leadership and dedication has been crucial in building a cohesive, trusting school community.

#### Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

With the recent leadership change at JCS-Mountain Oaks, it became clear that families felt disconnected from school leaders and did not believe their voices/opinions were important to school planning. We are making sustained efforts to shift this perception, but challenges still exist. On a survey given in Spring 2024, 20% of parents and 19% of students disagreed with the statement "The leaders at my school listen to students and care about their opinions." We would like to see this improve and plan to lift student voices in decision-making and school culture as we continue the Leader in Me Program. According to a staff survey, the school's focus areas related to parental involvement and family engagement highlight the need for a warmer and more approachable director to foster deeper connections with families. Staff believe that leadership needs to focus efforts more on engaging directly with parents in a collaborative manner rather than staying informed and making decisions. We will also continue improving relationships between staff and families by setting communication protocols and norms (email response time expectations), hosting inclusive events, and being more present to greet students and families each day.

#### Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

The LEA utilizes ParentSquare for communication to build relationships with families, along with weekly newsletters, student-led goal-setting conferences, conferences throughout the year, and project week presentations of learning. The engagement of underrepresented families can be improved by decreasing the roster size of the teachers with the highest rosters and supporting teachers in identifying strategies to engage those families. Additionally, we will try to engage underrepresented families through in-person conversations at pick-up/drop-off, personal phone calls, and personal emails. When needed, leadership will take time to meet with families in need and provide assistance personally. The LEA will also recruit representatives from underrepresented populations to be members of our School Site Council. For the EL population, the LEA will utilize bilingual features of communication channels such as ParentSquare or Google Docs when language is a barrier between the school and the parent. Spanish-speaking members of the school staff to translate, when possible, will also be utilized.

To enhance parental involvement and family engagement with underrepresented families, staff suggest that the school could create more opportunities for families to meet additional needs, such as offering a clothing exchange or providing extra take-home meals from the lunch program that would otherwise go to waste. The PTO already does an excellent job of ensuring that all families, regardless of background, can participate in events. Expanding these efforts would further support underrepresented families and foster a stronger sense of inclusion and community.

**5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.**

Full Implementation

**6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.**

Full Implementation

**7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.**

Full Implementation

**8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.**

Full Implementation

**Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.**

JCS-Mountain Oaks focuses on building partnerships for student outcomes by providing the capacity for teachers to partner with families through the hybrid model, allowing teachers to personalize communication with families one day per week, or the home study model, where teachers meet individually with families once every 20 days. The school provides high-quality resources for learning and development at home. Additionally, the LEA facilitates student-led conferences each fall and communicates with parents regularly about student progress. Staff use data from the NWEA MAP assessment and i-Ready progress to inform parents about their students' areas of strength and improvement. When students require additional support, staff and parents work together through the MTSS process to provide the needed support, reflect on intervention efforts, and consider their effectiveness. Staff regularly engage in professional learning opportunities to increase student outcomes, such as GATE training and Cognitively Guided Instruction. JCS-Mountain Oaks provides a Parent Handbook that addresses their legal rights and how to advocate for their children.

**Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.**

JCS-Mountain Oaks plans to increase parent engagement with the desired impact of improving student outcomes by establishing communication protocols and norms, increasing in-person contact with parents at drop-off and pick-up times, and providing monthly Principal Chats. The LEA will also create the capacity for more reflective parent-teacher conferences by calendaring half-days in the fall, increasing the length of conferences, and shifting the format from all student-led to partially student-led and partially teacher/parent. This is a result of a strong request from families to provide more parent-teacher talk time during conferences without the student present.

**Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.**

The LEA can improve the engagement of underrepresented families by decreasing the roster size of the teachers with the highest count of high-needs students. This will allow staff to focus on the personalization of instruction, resources, and support, resulting in improved student outcomes. By identifying underrepresented families early, school staff can also make increased efforts to understand their needs and remove learning/achievement barriers.

**9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.**

Full Implementation

**10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.**

Full Implementation

**11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.**

Full Implementation

**12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.**

Full Implementation

**Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.**

The school actively recruits participation in our School Site Council and promotes meetings for the public to attend. Families are surveyed often to provide feedback. The LEA also encourages educational partners to attend the monthly JCS-Inc. Board Meeting and local PTO meetings. On a parent survey, 60% of parents reported that school staff encourages them to engage in School Site Councils, JCS Board Meetings, and other decision-making forums always or often.

**Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.**

As an area of focus, the school can work more collaboratively with educational partners when seeking input for decision-making. On a parent survey given in Spring 2025, 20% of parents responded that school staff never or rarely care about what they think and do not want to collaborate with them to plan, design, implement, and evaluate family engagement activities.

**Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.**

The LEA can improve the engagement of underrepresented families concerning seeking input for decision-making by identifying our underrepresented families early and making increased efforts to understand their needs and remove communication barriers. Teachers will identify individuals on their rosters who represent marginalized populations early and increase communication with them. LEA staff will be available to plan for individual student needs of ELs and Homeless/Foster Youth. Additionally, the school will utilize bilingual features of communication channels such as ParentSquare or Google Docs when language is a barrier between the school and the parent. When possible, Spanish-speaking members of the school staff will also be utilized to translate. The school principal will recruit School Site Council members who represent underrepresented students, including students with disabilities, low-income students, and English language learners.

STANDARD MET

## Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

The summary of progress is required to be based on information collected that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span.

### Local Climate Survey Summary

**Prompt 1 (DATA):** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

The school administered PEAR's Holistic Student Assessment (HSA) to all students in 4th-12th grade in Fall 2024. The HSA is a data-driven tool to promote social-emotional development in young people. The HSA has 14 scales, grouped into three domains: resiliencies, relationships, and learning and school engagement. Altogether, 141 surveys were completed by the students of JCS-Mountain Oaks.

The HSA uses a 3-tiered model for understanding students' needs, similar to RTI (Response to Intervention) and PBIS, (Positive Behavioral Interventions and Supports). Within the model, Tier 1 represents students who are thriving and who exhibit primarily strengths and few challenges, Tier 2 represents students who have a balanced combination of strengths and challenges, and Tier 3 represents students who are approaching crisis or are in crisis. The Fall 2024 results for the school and its subgroups are as follows:

Overall (141):  
Tier 1 - 51.8%  
Tier 2 - 30.5%  
Tier 3 - 17.7%  
Average Strengths - 3.3  
Average Challenges - 2.2  
Most Significant Strengths - Emotion Control, Empathy, Relationship with Peers Most Significant Challenges - Assertiveness, Reflection

SwD (25):  
Tier 1 - 44%  
Tier 2 - 32%  
Tier 3 - 24%  
Average Strengths - 3.4  
Average Challenges - 2.8  
Most Significant Strengths - Learning Interest  
Most Significant Challenges - Emotion Control, Learning Interest

SED(14):  
Tier 1 - 50%  
Tier 2 - 28.6%  
Tier 3 - 21.4%  
Average Strengths - 1.4  
Average Challenges - 1.9  
Most Significant Strengths - Emotion Control, Empathy, School Bonding Most Significant Challenges - Critical Thinking, Reflection, Perseverance

Asian (19):  
Tier 1 - 57.9%  
Tier 2 - 36.8%  
Tier 3 - 5.3%  
Average Strengths - 4.2  
Average Challenges - 1.4  
Most Significant Strengths - Relationship with Peers, Action Orientation, Trust Most Significant Challenges - Academic Motivation, Assertiveness

White (non-Hispanic) (63) Tier 1 - 52.4%  
Tier 2 - 31.7%  
Tier 3 - 15.9%  
Average Strengths - 3.5  
Average Challenges - 2.0  
Most Significant Strengths - Emotion Control, Empathy, Relationship with Peers Most Significant Challenges - Critical Thinking, Reflection

**Prompt 2 (MEANING):** Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Overall, 51.8% of students were categorized as Tier 1, indicating they are thriving with more strengths than challenges, while 30.5% fell into Tier 2, with a balance of strengths and challenges. Notably, 17.7% of students were identified in Tier 3, approaching or in crisis, suggesting a significant need for additional support. On average, students reported 3.3 strengths and 2.2 challenges. The most prominent strengths across the school were emotion control, empathy, and positive peer relationships, while common challenges included assertiveness and reflection, highlighting a school-wide need to build student voice and metacognitive awareness.

Disaggregated data revealed specific patterns among student subgroups. Students with disabilities (SwD) showed a lower rate of Tier 1 placement (44%) and a higher proportion in Tier 3 (24%) compared to the school average. Their average strengths (3.4) were similar to their peers, but they reported significantly more challenges (2.8), with emotion control and learning interest appearing as both a strength and a challenge, suggesting inconsistency in engagement and emotional regulation. Students experiencing economic disadvantage (SED) had 50% in Tier 1, but a low average strength score (1.4), indicating fewer perceived internal assets. Although their average challenge score was not particularly high (1.9), they showed particular difficulties in critical thinking, reflection, and perseverance, pointing to a need for support in cognitive and executive functioning skills.

Asian students had the highest percentage in Tier 1 (57.9%) and the lowest in Tier 3 (5.3%), along with the highest reported average strengths (4.2) and the fewest challenges (1.4). Their top strengths included peer relationships, action orientation, and trust. However, academic motivation and assertiveness were noted as areas needing attention. White (non-Hispanic) students, who made up the largest subgroup, closely mirrored overall school trends with 52.4% in Tier 1 and 15.9% in Tier 3. They also demonstrated solid strengths in emotion control, empathy, and peer relationships, but, like other groups, struggled with critical thinking and reflection.

Overall, the HSA results highlight strong social-emotional assets in areas like emotional regulation and empathy, suggesting a generally supportive school climate. At the same time, the data reveal key areas of need, especially among students with disabilities and those experiencing economic disadvantage. These findings underscore the importance of targeted interventions for Tier 3 students, enhanced support for metacognitive skill development, and culturally responsive practices to engage and empower all learners. Strategic focus on assertiveness, academic motivation, and cognitive SEL skills will help address these gaps and strengthen student well-being and engagement.

**Prompt 3 (USE):** Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Based on the findings from the Fall 2024 PEAR Holistic Student Assessment (HSA), several actions to support student growth and address areas of need have been incorporated in the LCAP. Most notably, the LEA will continue to address the SEL needs of the student community within Goal 3 and the "Leader In Me" action. With the Leader In Me program, the school will implement an evidence-based model focused on leadership, culture, and academics that equips students, educators, and families with essential leadership and life skills, preparing them to excel. This includes staff training, curriculum materials, and teaching/learning resources.

Additionally, the school will continue to use the results of the HSA to identify students in need of Tier 3 support (intensive specialized interventions) and create action plans to address individualized challenges, including, but not limited to, Student Success Team (SST), small group mini-lessons, and counseling support. etc. Teaching staff will align universal SEL lessons and activities to the HSA scales so school communities can target challenge areas with whole-group teaching and learning.

The school will strengthen its tiered social-emotional learning (SEL) supports, particularly for students with disabilities (SwD) and those experiencing economic disadvantage (SED), who showed higher levels of challenge and lower rates of thriving. Expanding Tier 2 and Tier 3 interventions, such as regular check-ins, small group counseling, and mentoring, within a Multi-Tiered System of Support (MTSS) framework will help ensure these students receive the targeted support they need.

Given that assertiveness and reflection emerged as consistent school-wide challenges, the school will incorporate explicit instruction in self-advocacy, goal-setting, and metacognitive strategies. These skills will be embedded into general education environments or through structured SEL curricula. Providing opportunities for students to practice these skills in meaningful contexts, such as student-led conferences or project-based learning, will further support their development.

Additionally, instruction and SEL practices will be culturally responsive and differentiated to meet the unique needs of subgroups. For example, Asian students, despite strong overall social-emotional health, showed lower scores in academic motivation and assertiveness. This suggests a need for culturally affirming strategies that support identity development and encourage student voice. Similarly, SwD and SED students may benefit from targeted instruction in executive functioning skills such as perseverance and critical thinking.

### Additional Comments

Prompt 3 (Continued):

Embedding cognitive SEL skills into academic content is also crucial. Teachers will be supported through professional development to integrate reflection, resilience, and critical thinking into daily lessons, helping students build these competencies through their learning experiences. Meanwhile, the school will continue to build on existing strengths—particularly emotion control, empathy, and peer relationships—by fostering a positive school climate and providing leadership opportunities for students, such as peer mentoring and restorative practices.

Finally, ongoing use of data will guide instruction and intervention. Regular reassessment through the HSA or similar tools will allow the school to track student growth, evaluate program effectiveness, and make informed decisions. Sharing data insights with staff in actionable ways will empower educators to tailor supports and strengthen outcomes for all learners.

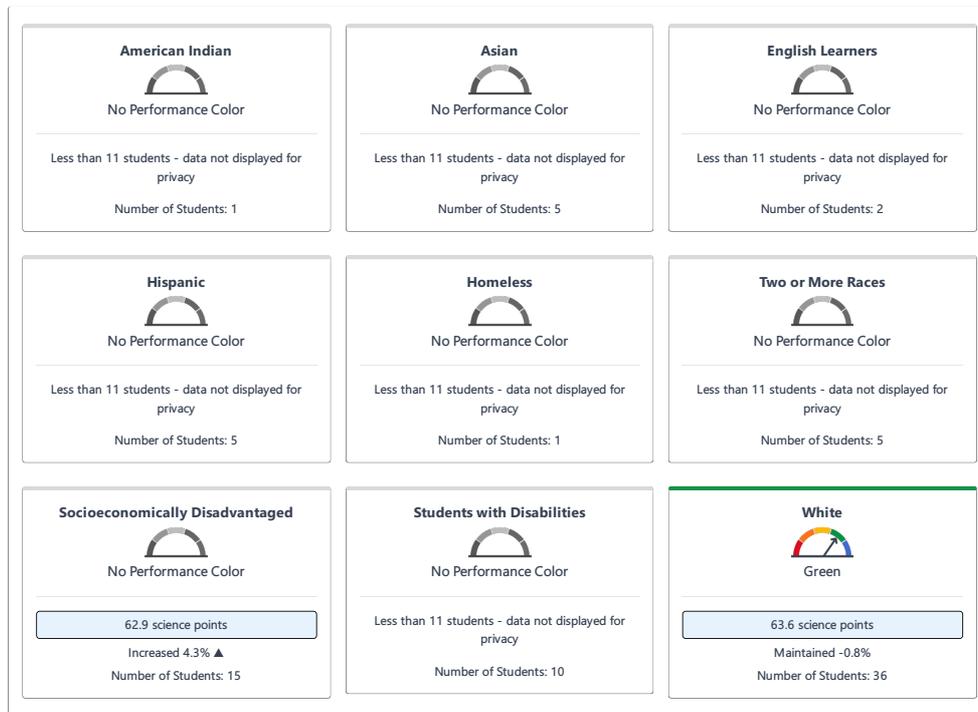
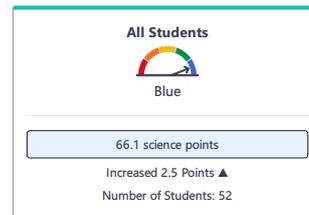
# Informational Purposes

Explore additional information.

## Science

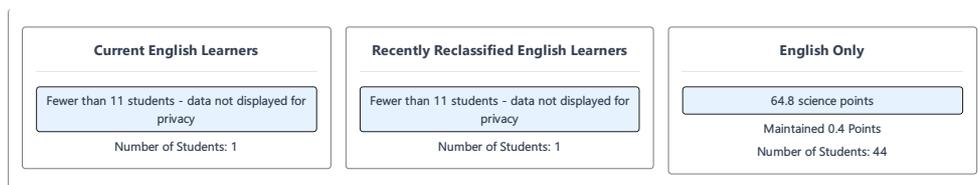
### All Students

Explore how well students are meeting proficiency standards on the Science assessment. This measure is based on student performance on either the California Science Test (CAST) or the California Alternate Assessment for Science, which is taken annually by students in grades 5, 8 and once during high school.



### Science Data Comparisons: English Learners

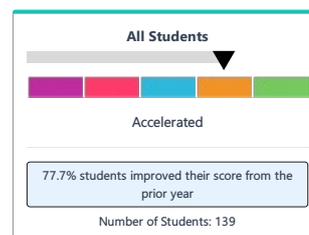
Additional information on science points for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in Science.



## English Language Arts Growth

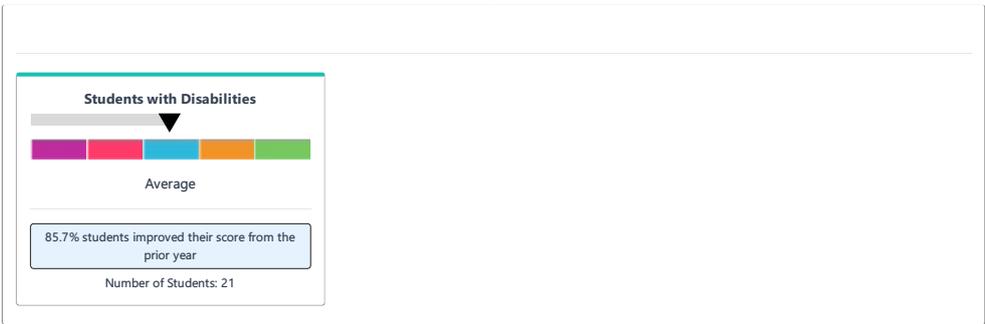
### All Students

Growth data measures the year-to-year improvement in students' assessment scores in English Language Arts (ELA) and mathematics. These aggregate student growth scores can provide a picture of average growth for students within a school, local educational agency, or student groups within the Accountability system. The information presented on the Dashboard is for informational purposes only. For more details and frequently asked questions about growth, please visit the [Growth Model website](#).



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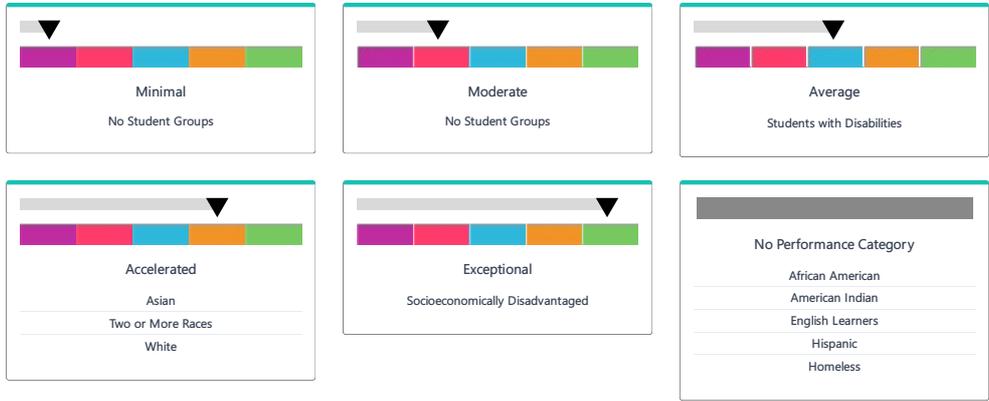
Explore Groups By Growth



### Student Group Details (English Language Arts)

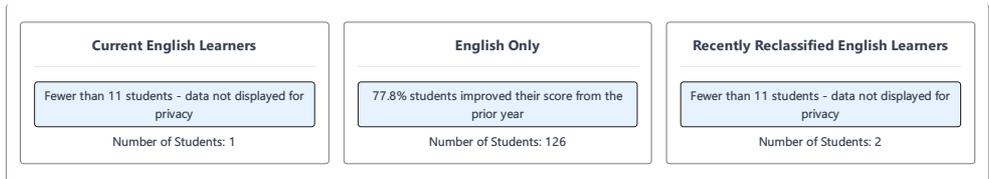
#### All Student Groups by Growth

10 Total Student Groups



### Growth Data Comparison: English Learners

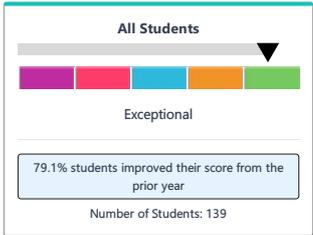
Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in Growth.



## Mathematics Growth

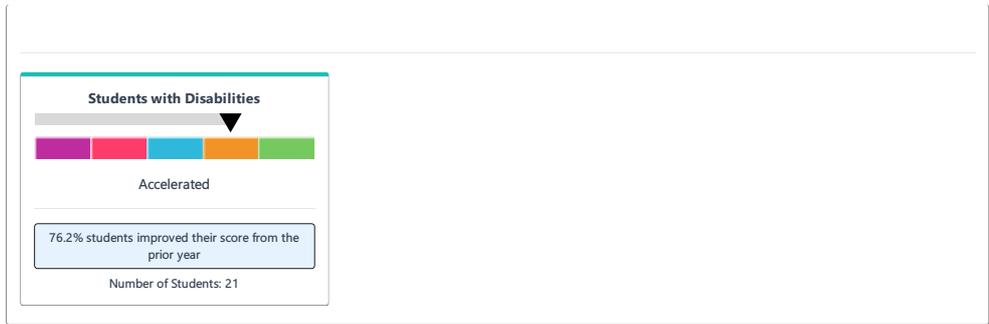
### All Students

Growth data measures the year-to-year improvement in students' assessment scores in English Language Arts (ELA) and mathematics. These aggregate student growth scores can provide a picture of average growth for students within a school, local educational agency, or student groups within the Accountability system. The information presented on the Dashboard is for informational purposes only. For more details and frequently asked questions about growth, please visit the [Growth Model website](#).



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### Explore Groups By Growth

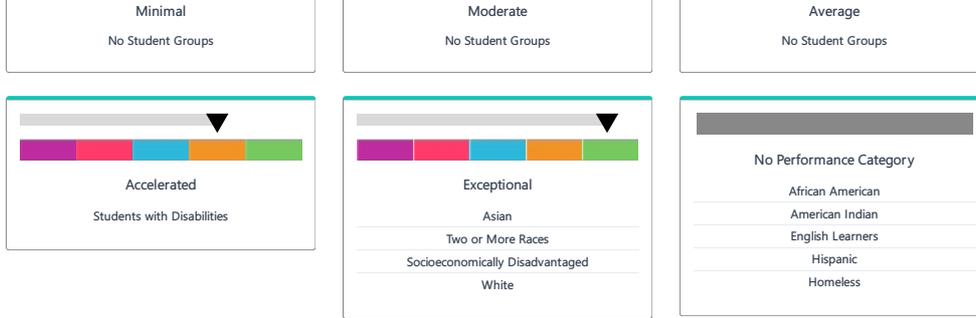


### Student Group Details (Mathematics)

#### All Student Groups by Growth

10 Total Student Groups





### Growth Data Comparison: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in Growth.

