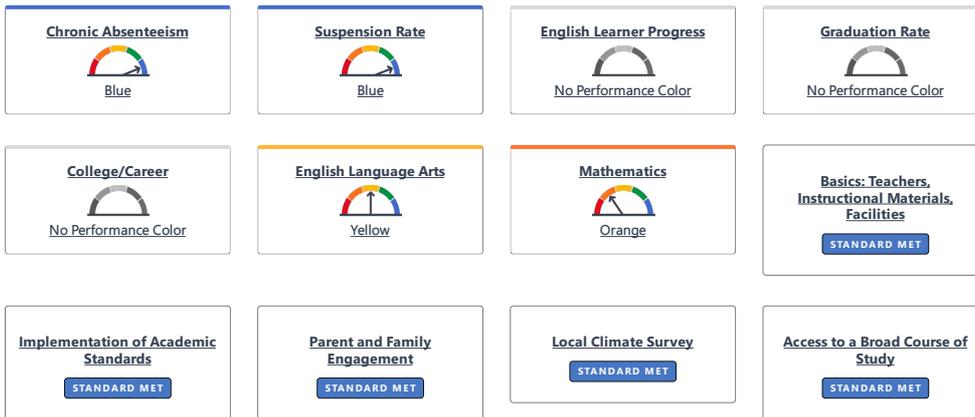


# JCS - Cedar Cove

Explore the performance of JCS - Cedar Cove 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

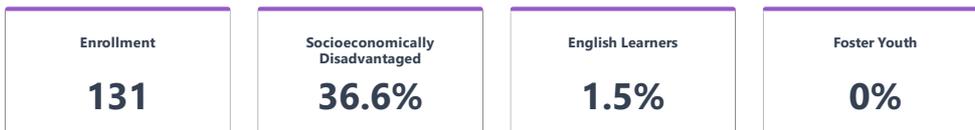
Completed By JCS - Cedar Cove

JCS-Cedar Cove is an independent study TK-12 charter sponsored by the Julian Union Elementary School District. Cedar Cove serves approximately 160 students in San Diego & Orange counties. JCS-CC is a hybrid program with some students enrolled in either the Home Study or Academy program. 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 - Cedar Cove	<b>ADDRESS</b> <a href="#">1221 Encinitas Boulevard</a> <a href="#">Encinitas, CA 92024-3840</a>	<b>WEBSITE</b> <a href="https://cedarcove.jcs-inc.org/">https://cedarcove.jcs-inc.org/</a>	<b>GRADES SERVED</b> P-12
<b>CHARTER</b> Yes	<b>DASHBOARD ALTERNATIVE SCHOOLS STATUS</b> No	<b>LCAP</b> <a href="#">Download the LCAP</a>	

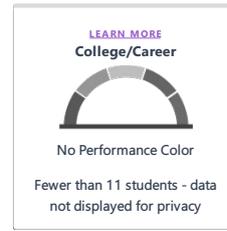
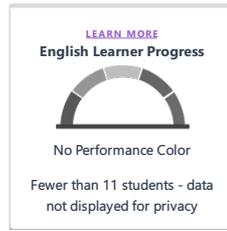
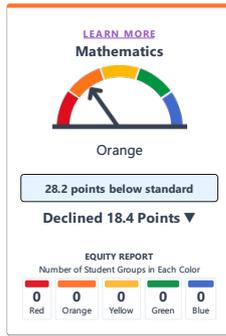
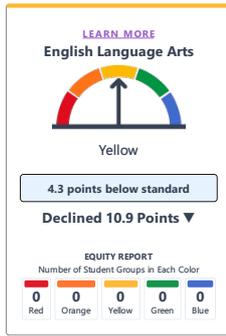
## Student Population

Explore information about this school's student population.

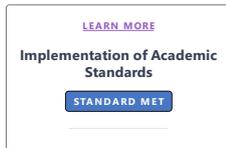


## Academic Performance

View Student Assessment Results and other aspects of school performance.

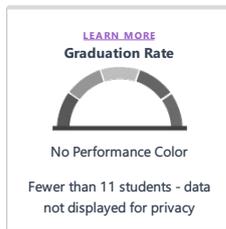
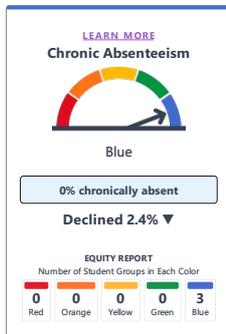


### Local Indicators



## Academic Engagement

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

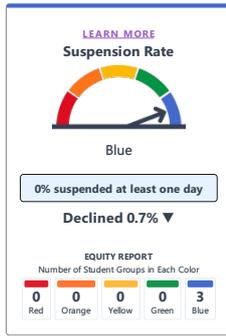


### Local Indicators

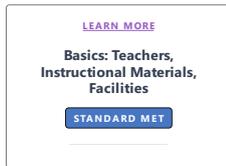


## Conditions & Climate

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

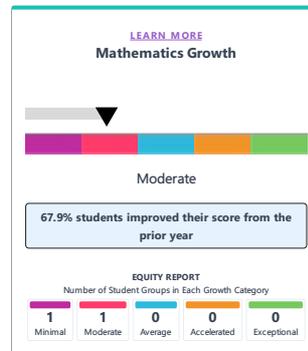
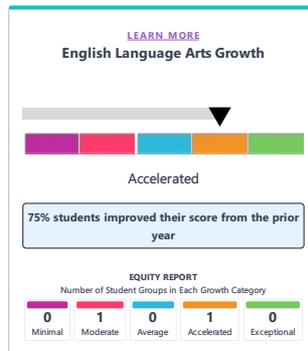
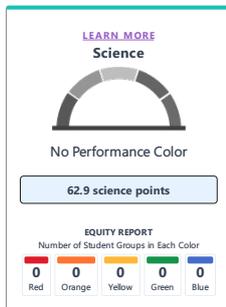


### Local Indicators



## Informational Purposes

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



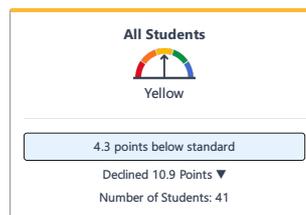
# Academic Performance

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

## English Language Arts

### All Students

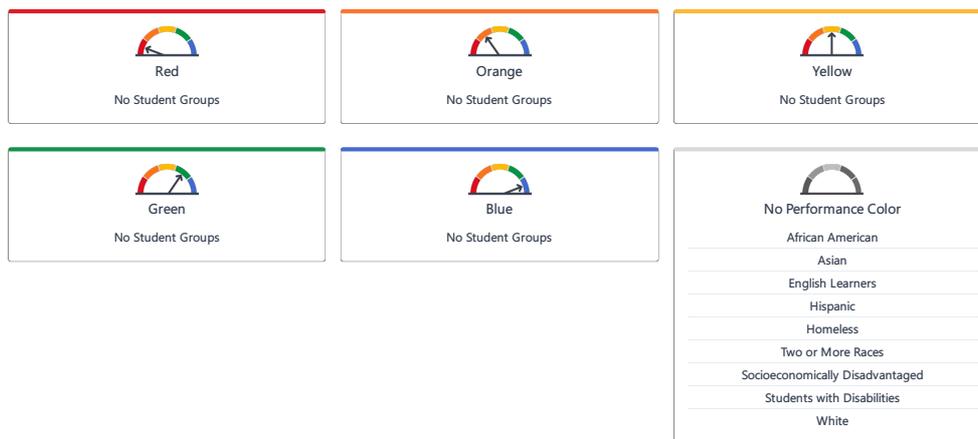
Explore how well students are meeting proficiency standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



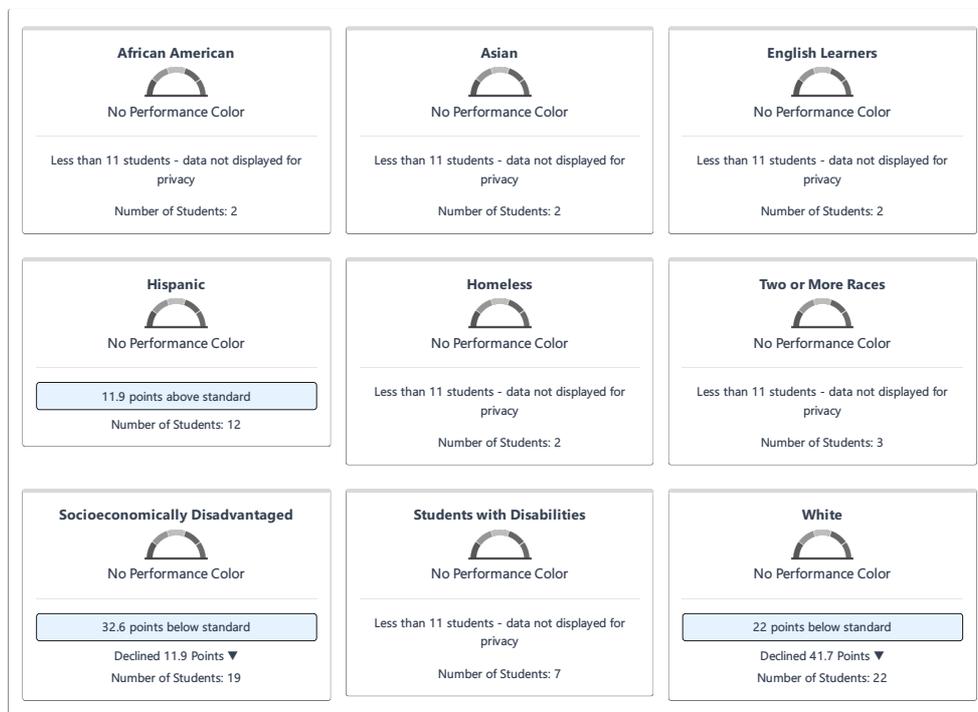
### Student Group Details

#### All Student Groups by Performance Level

9 Total Student Groups



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### Distance From Standard (English Language Arts)

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	15.8 points below standard	10.8 points above standard	35.5 points above standard	6.6 points above standard	4.3 points below standard

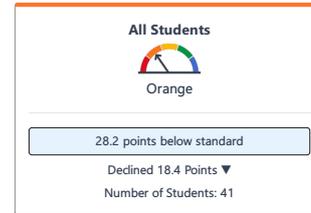
## English Language Arts Data Comparisons: English Learners

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
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	3.9 points below standard
Number of Students: 1	Number of Students: 1	Declined 10.7 Points ▼ Number of Students: 36

### All Students

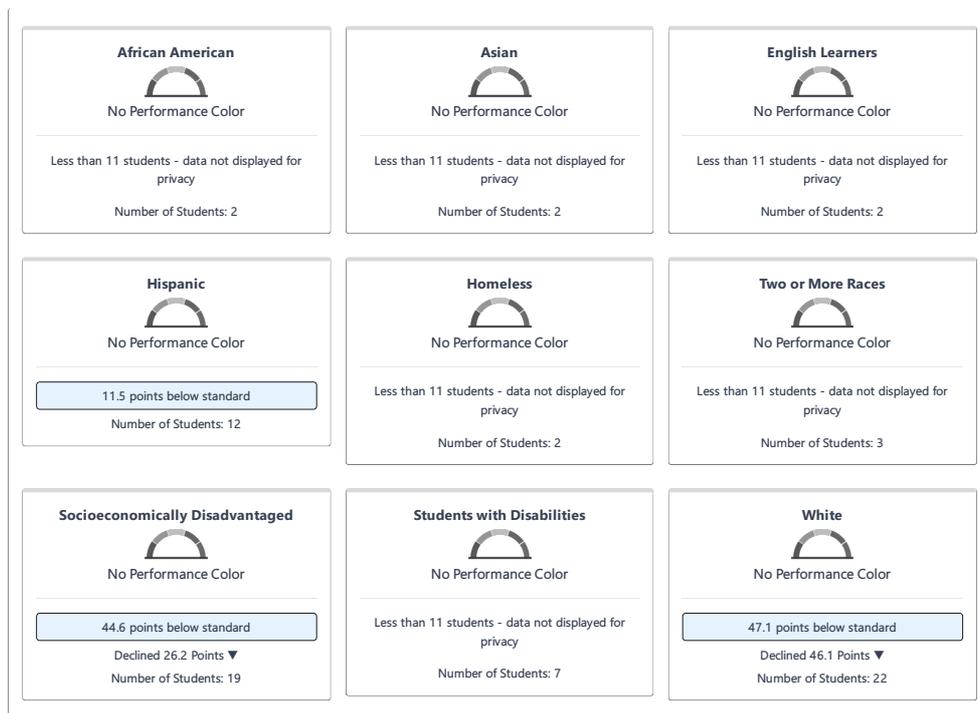
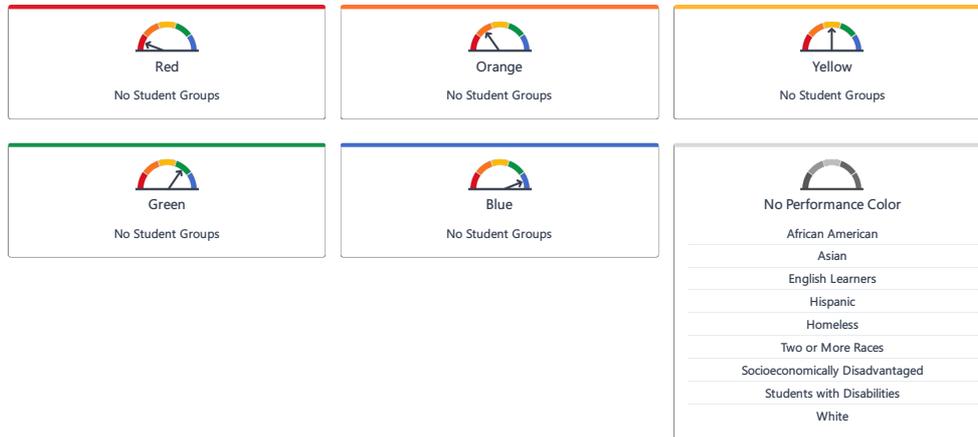
Explore how well students are meeting proficiency standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



### Student Group Details

#### All Student Groups by Performance Level

9 Total Student Groups



### 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
All Students	38.8 points below standard	14.3 points below standard	2.3 points below standard	9.8 points below standard	28.2 points below 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**

Fewer than 11 students - data not displayed for privacy

Number of Students: 1

**Recently Reclassified English Learners**

Fewer than 11 students - data not displayed for privacy

Number of Students: 1

**English Only**

37.6 points below standard

Declined 20.3 Points ▼

Number of Students: 36

### All Students

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

**All Students**



No Performance Color

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Fewer than 11 students - data not displayed for privacy

Number of Students: 1

### Student Group Details

#### All Student Groups by Performance Level

1 Total Student Group



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**English Learners**



No Performance Color

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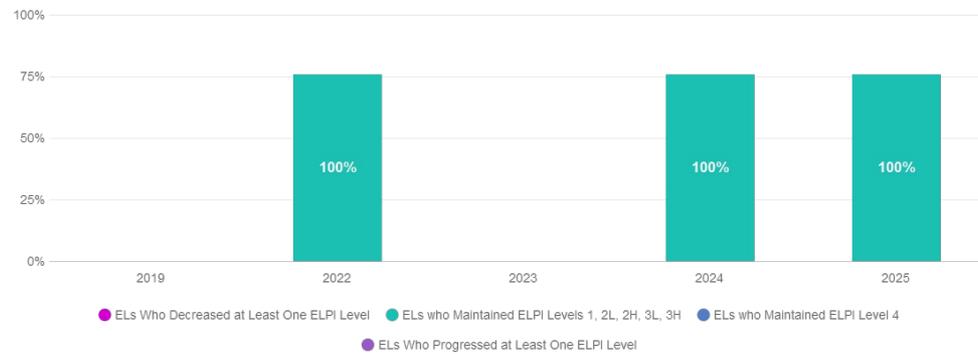
Less than 11 students - data not displayed for privacy

Number of Students: 1

### Student English Language Acquisition Results

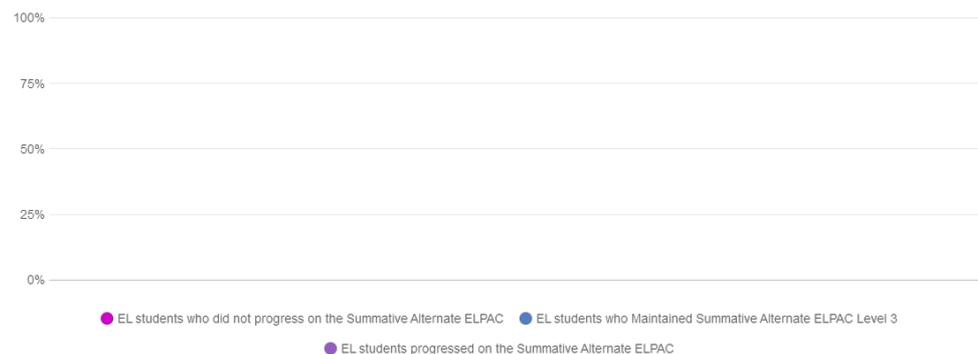
#### Summative ELPAC

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.



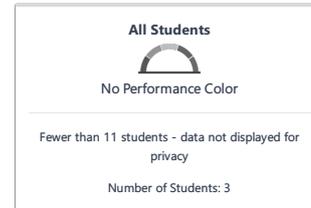
#### Summative Alternate ELPAC

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.



### All Students

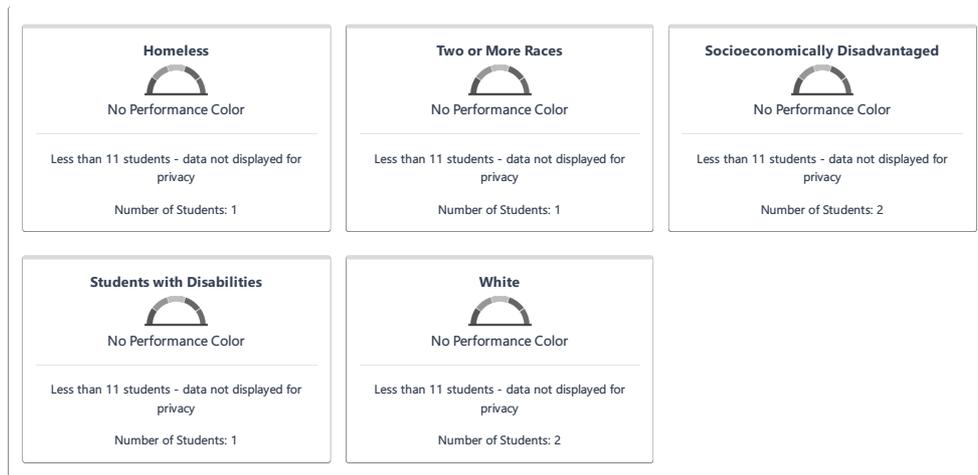
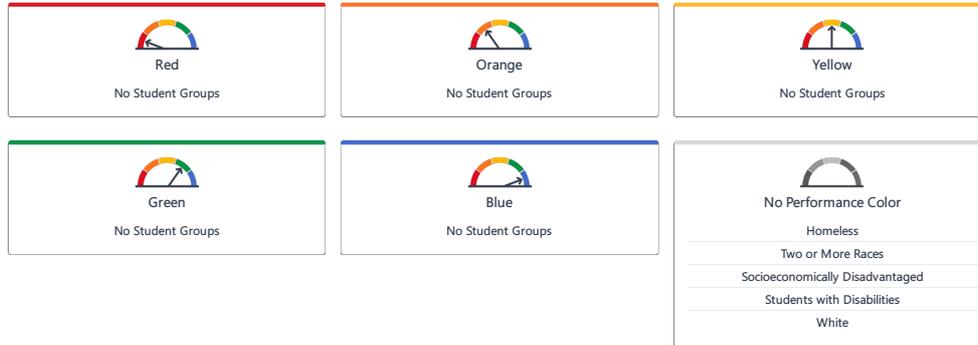
Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



### Student Group Details

#### All Student Groups by Performance Level

5 Total Student Groups



### College/Career

The percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

	Class of 2023
Not Prepared	N/A
Approaching Prepared	N/A
Prepared	N/A

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 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)

5 Full Implementation And Sustainability

Mathematics – Common Core State Standards for Mathematics

5 Full Implementation And Sustainability

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

5 Full Implementation And Sustainability

English Language Development (Aligned to English Language Arts Standards)

5 Full Implementation And Sustainability

Mathematics – Common Core State Standards for Mathematics

5 Full Implementation And Sustainability

Next Generation Science Standards

5 Full Implementation And Sustainability

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

4 Full Implementation

Health Education Content Standards

4 Full Implementation

Physical Education Model Content Standards

4 Full Implementation

Visual and Performing Arts

4 Full Implementation

World Language

4 Full Implementation

#### 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 for several years at JCS-Cedar Cove. Professional Learning for teachers has been provided to utilize curriculum and best impact student learning and differentiation based on need in all areas. Partnerships with Parent-Teacher Organizations and Educational Enrichment Partners help to make the implementation of CTE, Health, PE, VAPA, and World Language standards appropriate and sustainable. 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.

Specific to the Home Study program, staff feedback indicates there are multiple curriculum choices for most subjects except Social Studies, where only Studies Weekly is available. They request an additional standards-based Social Studies curriculum, suggesting the Discovery Education textbooks (which students enjoy for Science) if available for Social Studies. Additionally, they share positive feedback about the Simplified Writing program, describing it as clear and effective, and express a desire to officially adopt it for next year, as it has been more straightforward than the writing component

# Academic Engagement

View data about academic participation.

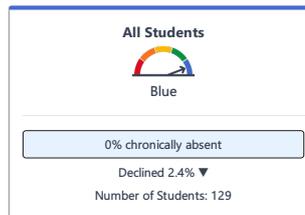
## Chronic Absenteeism

### 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=37681630138628&year=2024-25)

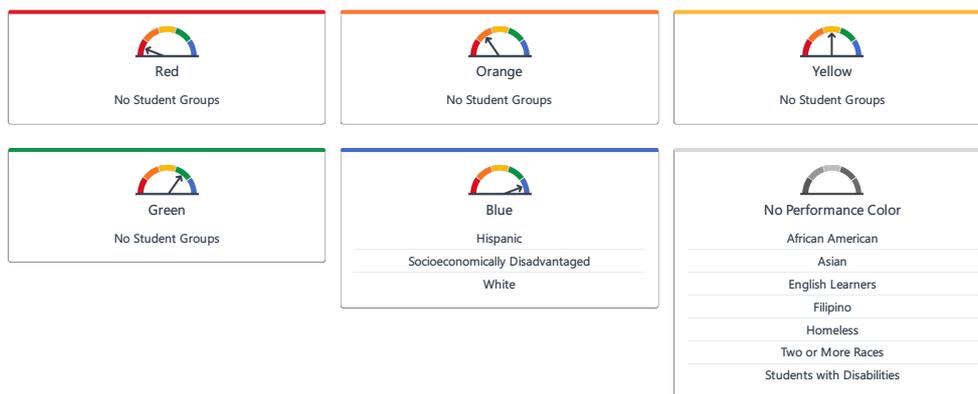
[agglevel=School&cds=37681630138628&year=2024-25](https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?agglevel=School&cds=37681630138628&year=2024-25)



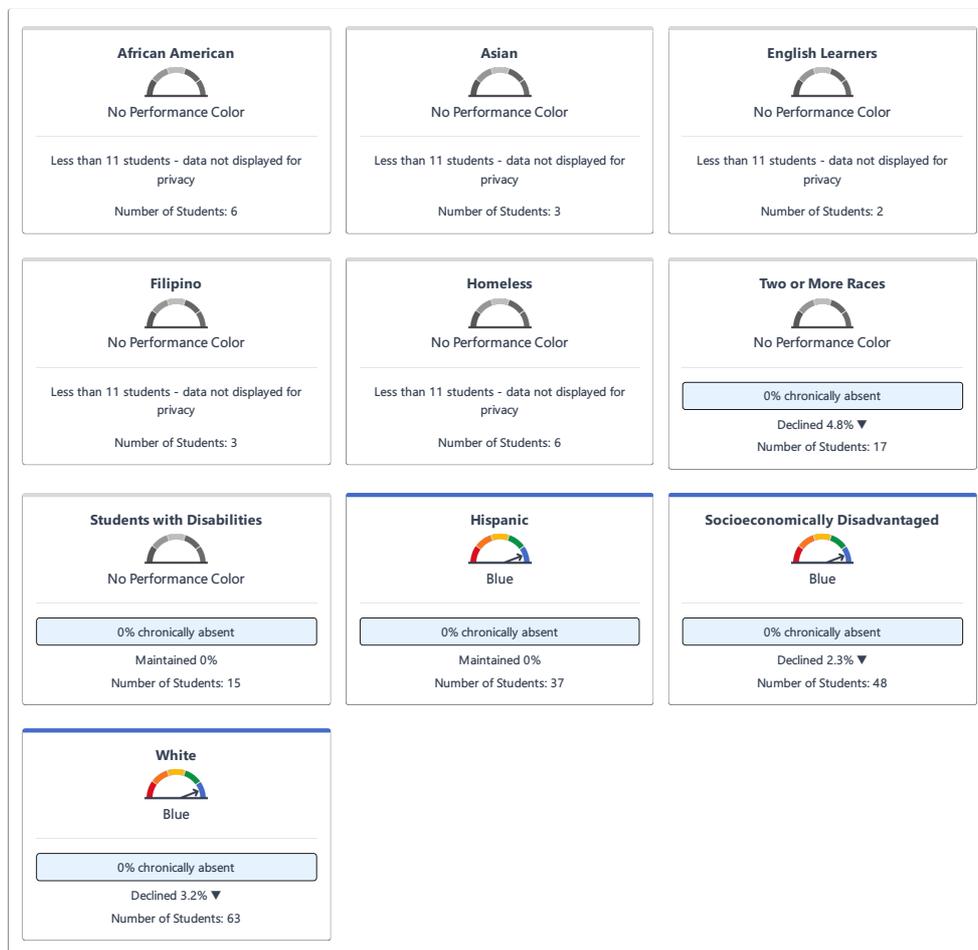
### Student Group Details

#### All Student Groups by Performance Level

10 Total Student Groups



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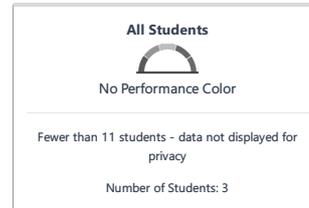
### Chronic Absenteeism By Year

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.

	2019 2019	2022 2022	2023 2023	2024 2024	2025 2025
Chronic Absenteeism	1.1%	2.3%	4.4%	2.4%	N/A

### All Students

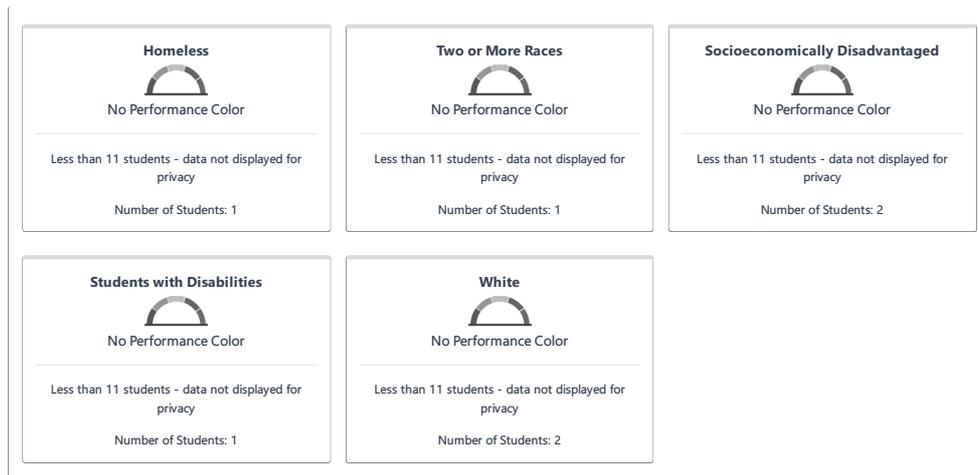
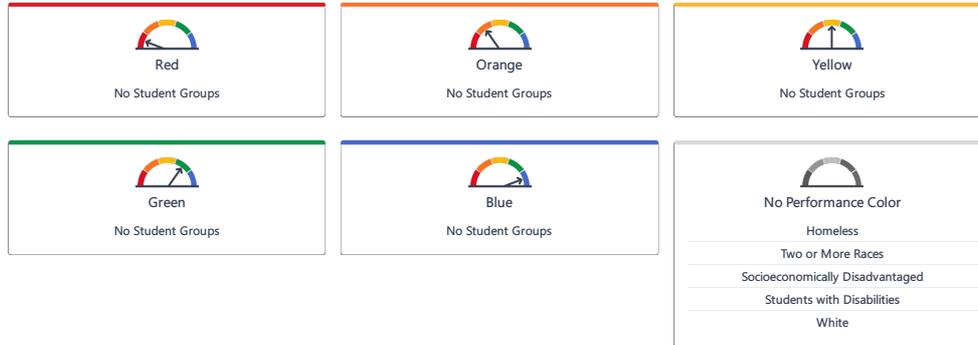
Explore information about students completing high school, which includes students who receive a standard high school diploma.



### Student Group Details

#### All Student Groups by Performance Level

5 Total Student Groups



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.**

Graduation data, Master Agreements, and transcripts listing classes 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-Cedar Cove. 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.**

The LEA has not identified any barriers preventing students from accessing a broad course of study.

### **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.**

The LEA will continue to provide programs and services that promote equity for all students regardless of disability, socioeconomic status, ethnicity, and/or background. We are also committed to expanding our College and Career Readiness opportunities, which will increase accessibility for all students to prepare for post-secondary experiences. Dual enrollment opportunities began in 2020-21 and are being expanded each year. A wider range of a-g offerings and CTE courses are offered through the school catalog and educational partners like Edgenuity. Each year, we are also writing new a-g courses and updating a-g courses so they are more current and culturally relevant.

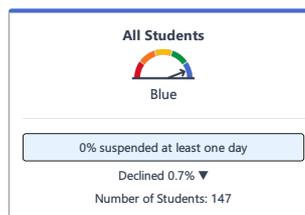
# Conditions and Climate

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

## Suspension Rate

### All Students

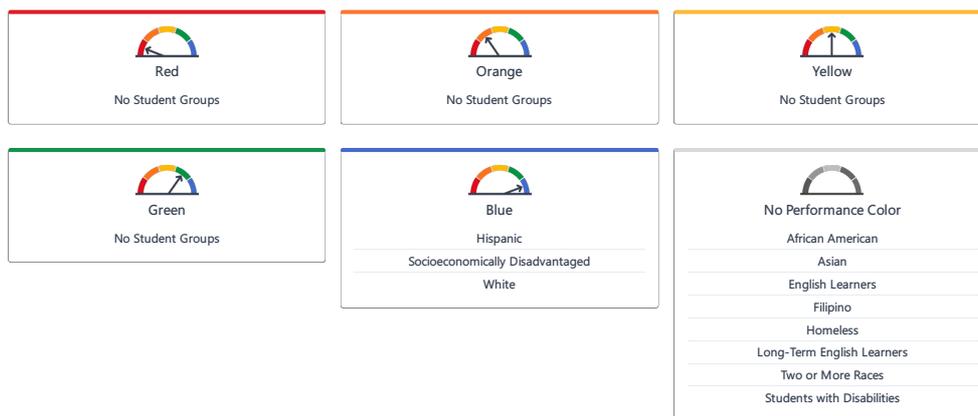
Explore information about the percentage of students in transitional kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.



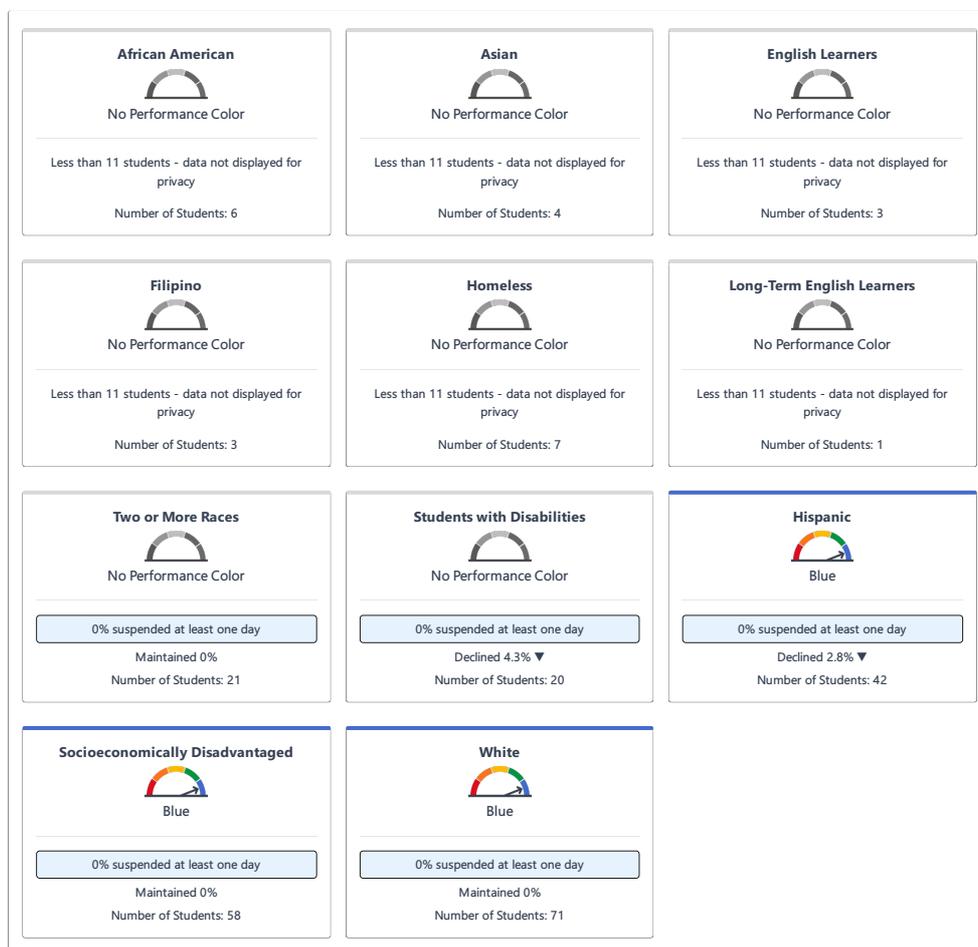
### Student Group Details

#### All Student Groups by Performance Level

11 Total Student Groups



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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	7.66	93.5%	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.

Optional Narrative: The local governing board, under its legal authority, did approve the Local Assignment Option (LAO) in cases where a valid credential was held to enable teachers to provide core instruction. While this is an acceptable, routine practice allowable by the CTCC in California, it does not satisfy ESSA requirements, resulting in teachers being reported as not meeting the "clear" standard; therefore, the CDE's TAMO report does not accurately reflect the percentage of appropriately assigned teachers at the LEA. According to CALSASS, which recognizes LAO, 100% of the teachers at the LEA are appropriately assigned.

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/DQ.Census/TchAssgnOutcomeLevels.aspx?agglevel=School&cde=37681630138628&year=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)

0

#### Additional Comments

N/A

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 and Sustainability

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

Full Implementation and Sustainability

#### 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 and Sustainability

#### 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 and Sustainability

#### 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-Cedar Cove partners with parents to build relationships focused on the support and success of students. We also care about providing opportunities for families to feel connected to the community through social gatherings and school events. In the Home Study program, teachers, students, and parents outline personalized learning targets, goals, strengths, challenges, and interests. Within the Academy, teachers see their students regularly for instruction and facilitate interest and personality inquiries to get to know them better. Academy teachers also meet with parents via a before-school Meet & Greet event, Back-to-School night, parent-teacher conference in the fall and the spring, daily at-school pick-up, coffee chats, IEPs, and other meetings based on request. Communication among the school staff and parents is facilitated via weekly newsletters, phone calls, email, text messages, in-person conversations, and meetings. Authentic relationships are also built via field trips and family events at the school.

#### 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.

Via survey, parent partners have expressed appreciation for community events facilitated by the school and organizations affiliated with the school (ex. PTO). In general, parents would like more opportunities to socialize with the community and build quality relationships that would result in higher retention from year to year. Additionally, some parent partners want to see more consistency among staff members for communicating about ongoing student learning in our Academy program. This will be addressed with staff collaboration and agreement around clear and consistent communication protocol. As needed, staff may focus on areas of need through SMART goals.

#### 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 school 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. We tried to engage underrepresented families through in-person conversations at pick-up/drop-off, personal phone calls, and personal emails. Our school staff is strong in developing relationships with families and understanding their goals for their children. This is a core strength of our school as we strive to personalize education. We can improve the engagement of underrepresented families by decreasing the roster size of the teachers with the highest rosters and providing support to those teachers in identifying strategies to engage those families.

#### 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.

**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 and Sustainability

**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.**

The school provides professional learning opportunities to teachers and principals, such as formative assessment training, writing PLCs, Leader in Me, and research-based reading practices. Regarding resources for parents, teachers provide curriculum, activities, and lessons to be worked on at home on home study days. The staff regularly met with families & students to discuss progress during student-led goal-setting conferences, regular parent-teacher meetings, and project Presentations. The school provides a Parent Handbook that addresses their legal rights and how to advocate for their children. Our school provides the capacity for teachers to partner with families through our hybrid model, where teachers can personalize communication with families up to four days per week, or our home study model, where teachers meet individually with families once every 20 days. Our school also provides high-quality resources for learning and development in the home.

**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-Cedar Cove will continue to provide professional learning opportunities for using data and formative assessment in ELA and Math to drive lesson design and student learning activities. In our home study program, we need increase the standards-based curriculum options for middle school core subject areas. In our Academy program, some parents feel unequipped to support Spanish learning at home. To support Spanish learning at home and improve partnerships for student outcomes, the LEA will provide monthly take-home Spanish guides for parents with vocabulary, phrases, and optional at-home activities. A "Spanish at Home" virtual workshop for caregivers to share strategies and resources is also being considered. Parent feedback suggests they want more opportunities to check on student progress and clearer communication; therefore, the LEA will implement an optional mid-year check-in/conference. We will also consider redesigning the school newsletters with bullet points and a visual monthly calendar to improve clarity.

**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.**

JCS-Cedar Cove will invite individuals representing underrepresented students, including students with disabilities, low-income students, and English-language learners, to be on the 2025/2026 School Site Council.

**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 has regularly scheduled School Site Council meetings composed of parents, classified staff, and certificated staff. During these meetings, partners provide input on the development of policies and programs. JCS- Cedar Cove actively engages the whole community by surveying all partners. Quarterly Coffee Chats with the principals are also offered. The LEA actively recruits participants in our School Site Council and promotes meetings, including meetings of the JCS- Inc. Board of Directors, for the public to attend.

**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.**

JCS-Cedar Cove would like to increase the number of parent partners who complete school surveys and attend school meetings, such as the School Site Council meetings. We will attempt to do this with direct messaging from teacher to parent or by incentivizing participation.

**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 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. We will also utilize Spanish-speaking members of our school staff to translate when possible. Teachers will identify individuals on their rosters who represent marginalized populations and increase communication with them. 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, 18 surveys were completed by the students of JCS-Cedar Cove.

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 (18):  
Tier 1 - 38.9%  
Tier 2 - 38.9%  
Tier 3 - 22.2%  
Average Strengths - 2.7  
Average Challenges - 2.6  
Most Significant Strengths - Action Orientation, Emotion Control, Relationship with Peers  
Most Significant Challenges - Reflection, Learning Interest, Perseverance, Academic Motivation  
Academy (7):  
Tier 1 - 42.9%  
Tier 2 - 28.6%  
Tier 3 - 28.6%  
Average Strengths - 2.4  
Average Challenges - 2.6  
Most Significant Strengths - Perseverance, School Bonding, Relationship with Peers  
Most Significant Challenges - Reflection, Academic Motivation  
Home Study (10):  
Tier 1 - 30%  
Tier 2 - 50%  
Tier 3 - 20%  
Average Strengths - 2.8  
Average Challenges - 2.9  
Most Significant Strengths - Action Orientation, Emotion Control  
Most Significant Challenges - Perseverance, Learning Interest, Reflection, Relationship with Peers  
Males (13)\*:  
Tier 1 - 38.5%  
Tier 2 - 38.5%  
Tier 3 - 23.1%  
Average Strengths - 2.5  
Average Challenges - 2.5  
Most Significant Strengths - Action Orientation, Relationship with Peers  
Most Significant Challenges - Learning Interest, Reflection  
SWD (5):  
Tier 1 - 20%  
Tier 2 - 40%  
Tier 3 - 40%  
Average Strengths - 1.6  
Average Challenges - 4.2  
Most Significant Strengths - Emotion Control  
Most Significant Challenges - Learning Interest, Perseverance

\*Data is suppressed for student groups with a count of less than 5.

**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.

The results of the HSA were shared with staff to consider the needs of students. The subgroups we were able to consider, based on sample size, were gender, socio-economic status, and school program. We learned that Action Orientation, Emotion Control, and Relationship with Peers were significant strengths overall and within several subgroups. The most common challenges overall and within subgroups were Reflection and Learning Interest. From the results of the HSA, it is clear that students with disabilities (SWD) need the most significant SEL support. SWD have the highest percentage of Tier 3 students (40%) with the lowest number of average strengths and the highest number of average challenges. We were unable to conclude from the results for our SED, EL, FHY, and Ethnicity subgroups because the populations who took the HSA were too small (>5).

**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.

Reflection and Learning Interest are the most significant challenges among student subgroups and overall. A call for more engaging curriculum and learning activities was also highlighted in surveys and other partner feedback forums. LCAP Goal 3 will be refined to more closely support these student challenges. According to parents, staff, and students, some of the most effective actions in support of student engagement are Arts & Music and Field Trips. Some of the least effective actions, which are meant to support SEL wellness, include SEL Support Services (Counseling, Small Groups, etc) and SEL Professional Development (Goal 3). The LEA will assess these actions and determine if they can be implemented more effectively to improve student engagement and social-emotional wellness. The Leader in Me (LiM) program will also continue in 2025/2026. LiM is 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.

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. Additionally, the counseling staff will continue to support the alignment of SEL lessons and activities to the HSA scales so school communities can target challenge areas with whole-group teaching and learning. As needed, community partnerships, such as Care Solace, will be utilized to refer students and parents to mental health professionals who will work with their insurance provider.

### Additional Comments

N/A

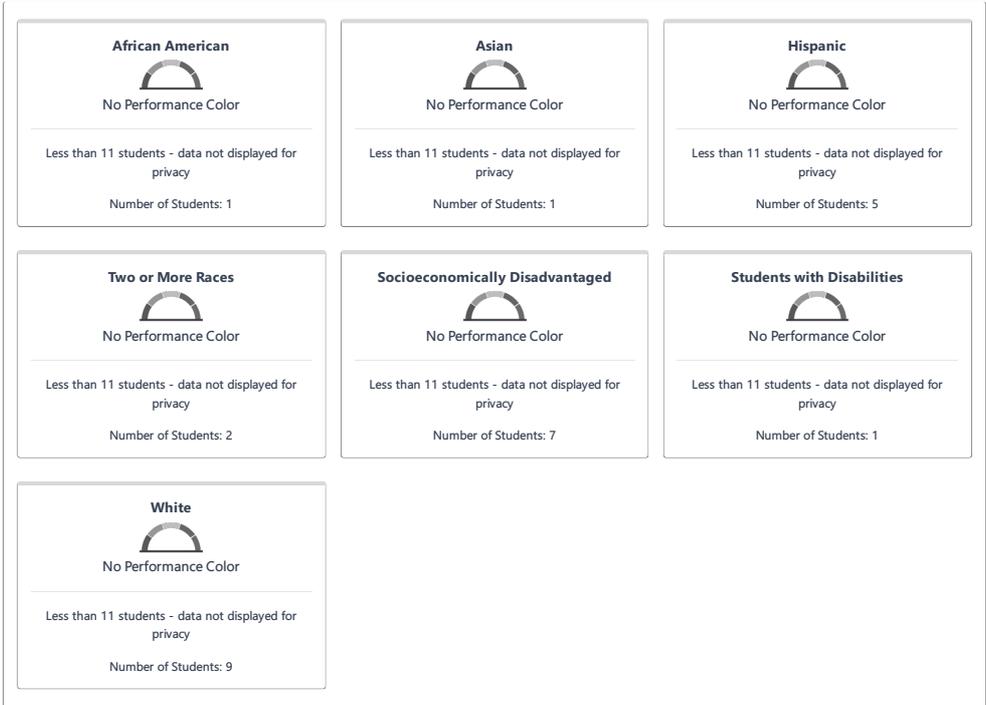
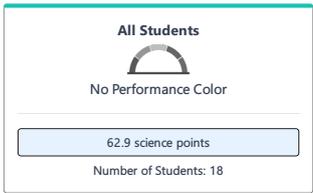
# Informational Purposes

Explore additional information.

## Science

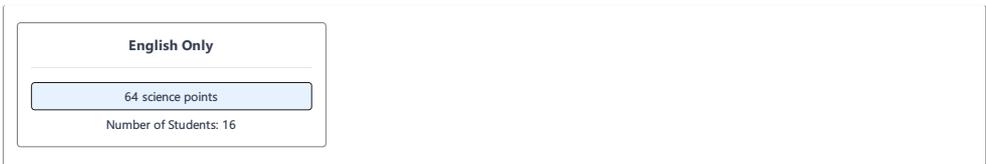
### All Students

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

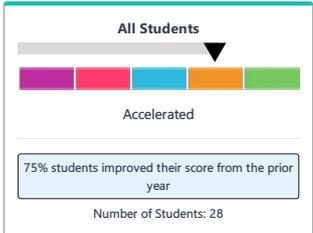
Additional information on science points for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in Science.



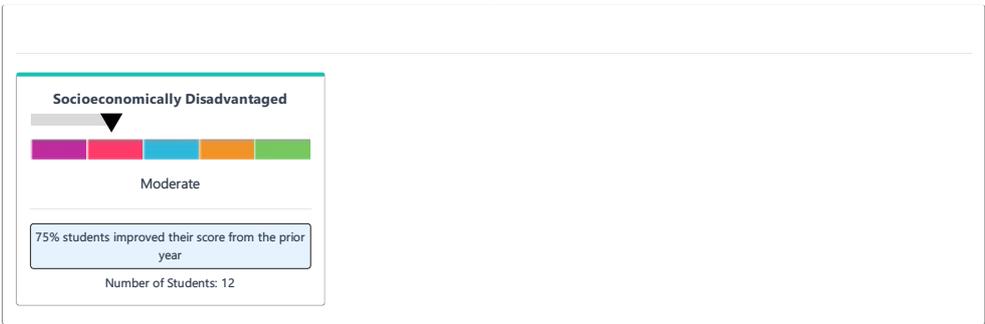
## English Language Arts Growth

### 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](#).



Explore Groups By Growth



### Student Group Details (English Language Arts)

#### All Student Groups by Growth

8 Total Student Groups



### Growth Data Comparison: English Learners

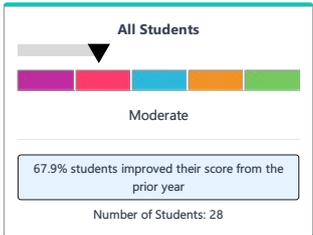
Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in Growth.



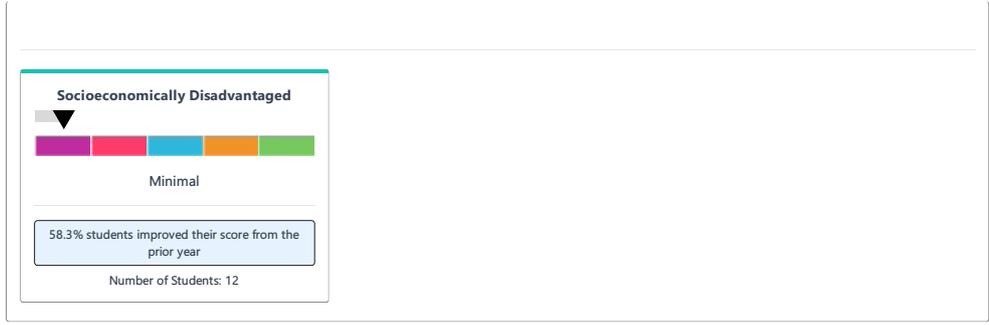
## Mathematics Growth

### 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](#).



### Explore Groups By Growth

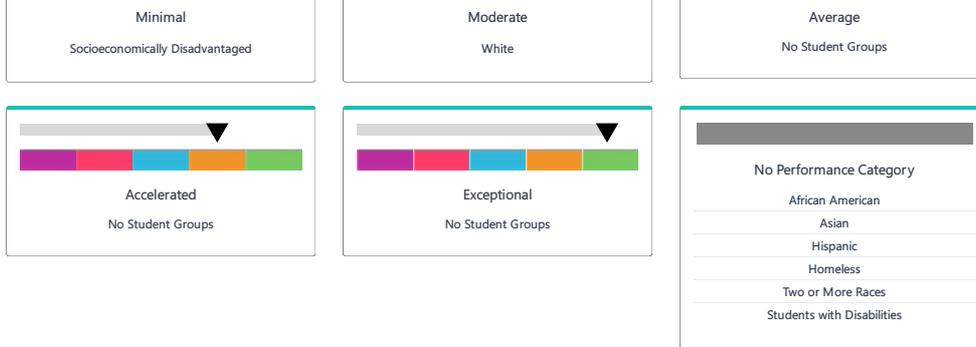


### Student Group Details (Mathematics)

#### All Student Groups by Growth

8 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.

