SCHOOL PERFORMANCE OVERVIEW

# JCS - Pine Hills

**Explore the performance of JCS - Pine Hills under California's Accountability System.**

**Chronic Absenteeism**

Orange

**Suspension Rate**

Green

**English Learner Progress**

No Performance Color

**Graduation Rate**

Green

**College/Career**

Green

**English Language Arts**

Yellow

**Mathematics**

Orange

**Basics: Teachers, Instructional Materials, Facilities**
STANDARD MET

**Implementation of Academic Standards**
STANDARD MET

**Parent and Family Engagement**
STANDARD MET

**Local Climate Survey**
STANDARD MET

**Access to a Broad Course of Study**
STANDARD MET

## Informational Purposes

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

**Science**

Green

**English Language Arts Growth**

Average

**Mathematics Growth**

Moderate

LEARN MORE
**Teacher Assignments**
**75.7% Clear**
**Below the State Average**

## School Details

**Optional Narrative Summary**
Completed By JCS - Pine Hills

JCS-Pine Hills (JCS-PH) is an independent study TK-12 charter sponsored by the Riverside County Office of Ed. JCS-PH serves approximately 775 students in Riverside and its surrounding counties. JCS-PH is a hybrid program: some students are in home study, and others are in an academy 3-4 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 is overseen by parents with support from a credentialed teacher.

**NAME**
JCS - Pine Hills

**ADDRESS**
29141 Vallejo Avenue
Temecula, CA 92592-2319

**WEBSITE**
https://pinehills.jcs-inc.org

**GRADES SERVED**
K-12

**CHARTER**
Yes

**DASHBOARD ALTERNATIVE SCHOOLS STATUS**
No

**LCAP**
Download the LCAP

JCS - PINE HILLS

## Student Population

Explore information about this school's student population.

**Enrollment**
745

**Socioeconomically Disadvantaged**
43.6%

**English Learners**
0.5%

**Foster Youth**
0%

JCS - PINE HILLS

# Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

**English Language Arts**

Yellow

6 points above standard

**Maintained -1.8 Points**

EQUITY REPORT

Number of Student Groups in Each Color

| 0 | 2 | 2 | 1 | 0 |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

LEARN MORE

**Mathematics**

Orange

32.7 points below standard

**Declined 3.5 Points ▼**

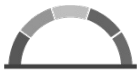
EQUITY REPORT

Number of Student Groups in Each Color

| 1 | 2 | 1 | 1 | 0 |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

LEARN MORE

**English Learner Progress**



No Performance Color

Fewer than 11 students - data not displayed for privacy

LEARN MORE

**College/Career**

Green

Prepared 57.1%

**Increased 4.4% ▲**

EQUITY REPORT

Number of Student Groups in Each Color

| 0 | 0 | 0 | 0 | 0 |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

## Local Indicators

LEARN MORE

**Implementation of Academic Standards**

STANDARD MET

JCS - PINE HILLS

# Academic Engagement

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

LEARN MORE

**Chronic Absenteeism**

Orange

8.1% chronically absent

**Increased 2.9% ▲**

EQUITY REPORT

Number of Student Groups in Each Color

| 2 | 2 | 0 | 1 | 0 |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

LEARN MORE

**Graduation Rate**

Green

92.1% graduated

**Increased 4.2% ▲**

EQUITY REPORT

Number of Student Groups in Each Color

| 0 | 0 | 0 | 0 | 0 |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

## Local Indicators

LEARN MORE

**Access to a Broad Course of Study**

STANDARD MET

JCS - PINE HILLS

# Conditions & Climate

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

LEARN MORE

**Suspension Rate**

Green

1% suspended at least one day

Increased 0.6% ▲

EQUITY REPORT

Number of Student Groups in Each Color

| 0 | 1 | 2 | 2 | 1 |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

## Local Indicators

LEARN MORE

**Basics: Teachers, Instructional Materials, Facilities**

STANDARD MET

LEARN MORE

**Parent and Family Engagement**

STANDARD MET

LEARN MORE

**Local Climate Survey**

STANDARD MET

JCS - PINE HILLS

# Informational Purposes

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

LEARN MORE

**Science**

Green

60.4 science points

Increased 2 Points ▲

EQUITY REPORT

Number of Student Groups in Each Color

| 0 | 0 | 0 | 3 | 1 |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

LEARN MORE

**English Language Arts Growth**

Average

68.4% students improved their score from the prior year

EQUITY REPORT

Number of Student Groups in Each Growth Category

| 0 | 0 | 5 | 0 | 0 |
|---|---|---|---|---|
| Minimal | Moderate | Average | Accelerated | Exceptional |

LEARN MORE

**Mathematics Growth**

Moderate

65.4% students improved their score from the prior year

EQUITY REPORT

Number of Student Groups in Each Growth Category

| 0 | 2 | 3 | 0 | 0 |
|---|---|---|---|---|
| Minimal | Moderate | Average | Accelerated | Exceptional |

# 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.

**All Students**

Yellow

6 points above standard

Maintained -1.8 Points

Number of Students: 358

### Student Group Details

**All Student Groups by Performance Level**

12 Total Student Groups

Red

No Student Groups

Orange

Socioeconomically Disadvantaged

Students with Disabilities

Yellow

Hispanic

Two or More Races

Green

White

Blue

No Student Groups

No Performance Color

African American

American Indian

Asian

English Learners

Filipino

Homeless

Pacific Islander

**African American**

No Performance Color

57.7 points below standard

Declined 46.6 Points ▼

Number of Students: 15

**American Indian**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

**Asian**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

**English Learners**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

**Filipino**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

**Homeless**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

**Pacific Islander**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

**Socioeconomically Disadvantaged**

Orange

16.9 points below standard

Maintained 0.6 Points

Number of Students: 187

**Students with Disabilities**

Orange

60.3 points below standard

Maintained 2.4 Points

Number of Students: 84

**Hispanic**

Yellow

2.8 points above standard

Maintained 1.9 Points

Number of Students: 117

**Two or More Races**

Yellow

1.2 points above standard

Maintained -1.9 Points

Number of Students: 43

**White**

Green

13.8 points above standard

Maintained -2.3 Points

Number of Students: 168

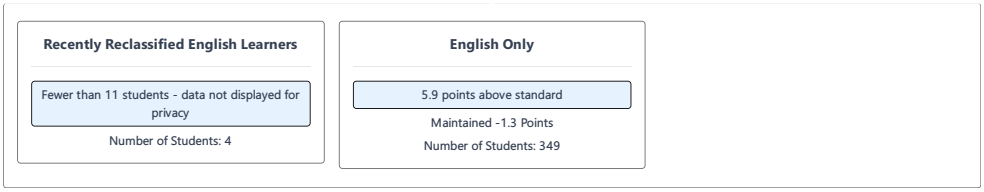
### Distance From Standard (English Language Arts)

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 | 1.6 points above standard | 5.3 points above standard | 8.5 points above standard | 7.8 points above standard | 6 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.



# Mathematics

## 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.

**All Students**

Orange

32.7 points below standard

Declined 3.5 Points ▼

Number of Students: 359

## Student Group Details

### All Student Groups by Performance Level

12 Total Student Groups

Red

Students with Disabilities

Orange

Hispanic

Socioeconomically Disadvantaged

Yellow

White

Green

Two or More Races

Blue

No Student Groups

No Performance Color

African American

American Indian

Asian

English Learners

Filipino

Homeless

Pacific Islander

**African American**

No Performance Color

102.4 points below standard

Declined 44.2 Points ▼

Number of Students: 15

**American Indian**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

**Asian**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

**English Learners**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

**Filipino**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

**Homeless**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

**Pacific Islander**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

**Students with Disabilities**

Red

98 points below standard

Maintained 0.3 Points

Number of Students: 85

**Hispanic**

Orange

37.6 points below standard

Maintained 0.8 Points

Number of Students: 117

**Socioeconomically Disadvantaged**

Orange

55.1 points below standard

Declined 3.6 Points ▼

Number of Students: 188

**White**

Yellow

23.2 points below standard

Maintained -0.7 Points

Number of Students: 168

**Two or More Races**

Green

23.4 points below standard

Increased 8 Points ▲

Number of Students: 43

## Distance From Standard (Mathematics)

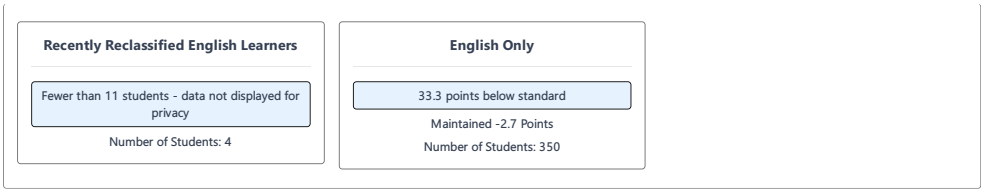
Distance from Standard measures how far, on average, students are from the lowest possible score for Level 3/Proficient. The Smarter Balanced Consortium has identified Level 3/Proficient as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at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

| 2019 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|

| | 2019 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|---|
| All Students | 41.5 points below standard | 45.5 points below standard | 37.5 points below standard | 29.2 points below standard | 32.7 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.



# English Learner Progress Indicator

## 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

Fewer than 11 students - data not displayed for privacy

Number of Students: 2

### Student Group Details

**All Student Groups by Performance Level**

2 Total Student Groups

Red

No Student Groups

Orange

No Student Groups

Yellow

No Student Groups

Green

No Student Groups

Blue

No Student Groups

No Performance Color

English Learners

Long-Term English Learners

**English Learners**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

**Long-Term English Learners**

No Performance Color

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.

# College/Career

## All Students

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

**All Students**

Green

Prepared 57.1%

Increased 4.4% ▲

Number of Students: 63

## Student Group Details

### All Student Groups by Performance Level

11 Total Student Groups

Red

No Student Groups

Orange

No Student Groups

Yellow

No Student Groups

Green

No Student Groups

Blue

No Student Groups

No Performance Color

African American
American Indian
Asian
English Learners
Hispanic
Homeless
Long-Term English Learners
Two or More Races
Socioeconomically Disadvantaged
Students with Disabilities
White

○ ○ ○ ○ ○ ●

**African American**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

**American Indian**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

**Asian**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

**English Learners**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

**Hispanic**

No Performance Color

Prepared 52.4%

Declined 7.6% ▼

Number of Students: 21

**Homeless**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

**Long-Term English Learners**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

**Two or More Races**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

**Socioeconomically Disadvantaged**

No Performance Color

Prepared 48.7%

Increased 9.4% ▲

Number of Students: 39

**Students with Disabilities**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

**White**

No Performance Color

Prepared 70.4%

Increased 15.4% ▲

Number of Students: 27

# Local Indicators

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
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

Identifying the professional learning needs of individual teachers
4 Full Implementation

| | |
|---|---|
| 4 | Full Implementation |

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

| | |
|---|---|
| 4 | Full Implementation |

### 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. Partnerships with Parent-Teacher Organizations and Educational Enrichment Partners help with the implementation of CTE, Health, P.E., VAPA, and World Language standards. Annually, the school focuses on teaching and learning goals appropriate for the collective community of educators and students, and we grow together in a collaborative, job-alike group 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.

# 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?agglevel=School&cds=33103300138602&year=2024-25

**All Students**

Orange

8.1% chronically absent

Increased 2.9% ▲

Number of Students: 541

### Student Group Details

**All Student Groups by Performance Level**

13 Total Student Groups

Red

Hispanic

Socioeconomically Disadvantaged

Orange

Two or More Races

Students with Disabilities

Yellow

No Student Groups

Green

White

Blue

No Student Groups

No Performance Color

African American

American Indian

Asian

English Learners

Filipino

Foster Youth

Homeless

Pacific Islander

**African American**

No Performance Color

8.7% chronically absent

Declined 3.1% ▼

Number of Students: 23

**American Indian**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

**Asian**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

**English Learners**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

**Filipino**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

**Foster Youth**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

**Homeless**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

**Pacific Islander**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

**Hispanic**

Red

12% chronically absent

Increased 6.8% ▲

Number of Students: 183

**Socioeconomically Disadvantaged**

**Two or More Races**

**Students with Disabilities**

Red

13% chronically absent

Increased 6% ▲

Number of Students: 276

Orange

10.3% chronically absent

Increased 5.7% ▲

Number of Students: 58

Orange

14.8% chronically absent

Increased 8.6% ▲

Number of Students: 115

**White**

Green

4.3% chronically absent

Declined 0.6% ▼

Number of Students: 254

## 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 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|---|
| Chronic Absenteeism | 6.5% | 4.4% | 5.2% | 5.2% | 8.1% |

# Graduation Rate

## All Students

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

**All Students**

Green

92.1% graduated

Increased 4.2% ▲

Number of Students: 63

## Student Group Details

### All Student Groups by Performance Level

11 Total Student Groups

Red

No Student Groups

Orange

No Student Groups

Yellow

No Student Groups

Green

No Student Groups

Blue

No Student Groups

No Performance Color

- African American
- American Indian
- Asian
- English Learners
- Hispanic
- Homeless
- Long-Term English Learners
- Two or More Races
- Socioeconomically Disadvantaged
- Students with Disabilities
- White

**African American**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

**American Indian**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

**Asian**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

**English Learners**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

**Hispanic**

No Performance Color

100% graduated

Increased 10% ▲

Number of Students: 21

**Homeless**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

**Long-Term English Learners**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

**Two or More Races**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

**Socioeconomically Disadvantaged**

No Performance Color

89.7% graduated

Increased 7.6% ▲

Number of Students: 39

**Students with Disabilities**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

**White**

No Performance Color

88.9% graduated

Declined 1.1% ▼

Number of Students: 27

## Graduation Rate By Year

Percentage of students who received a high school diploma within four or five years of entering ninth grade

| | 2019 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|---|

| | 2019 | 2022 | 2023 | 2024 | 2025 |
|---|---|---|---|---|---|
| Graduation Rate | N/A | 88.4% | 88.9% | 87.8% | 92.1% |

## 5-Year Graduation Rate

| Student Group | Four Year | Five Year | Did Not Graduate | Five Year Graduation Rate | Five Year Graduates |
|---|---|---|---|---|---|
| All Students | 92.1% | 0% | 7.9% | 92.1% | 0 |
| Hispanic | 100% | 0% | 0% | 100% | 0 |
| Socioeconomically Disadvantaged | 89.7% | 0% | 10.3% | 89.7% | 0 |
| White | 88.9% | 0% | 11.1% | 88.9% | 0 |

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, Written Learning 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-Pine Hills. Students with IEPs and English learners have access to the same curriculum and courses as other students with supports as needed for success. Our data shows that while our SwD are graduating with a regular diploma at a higher rate and the dropout rate is low, this group of students continues to struggle to meet a-g requirements despite having access to the courses in both home study and the academy. LCAP actions in service of equitable post-secondary outcomes include a-g course access, the Bound for Blue program, and high school counseling.

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

The LEA has identified several barriers hinder students' access to necessary coursework, programs, and services. Outdated curriculum materials, particularly in middle school ELA, math, and social studies, along with a lack of leadership in adopting and maintaining Home Study resources, were noted as significant challenges. Students requiring modified instruction, especially those in special education, often face unmodified assignments, leaving the burden of adaptation on parents. A shortage of tutoring options—especially for those outside Temecula—limited transportation, and vaccine requirements further restrict access to support and in-person opportunities. Additionally, disparities in technology proficiency among students and families, difficulties navigating platforms like CANVAS, and an overdependence on digital communication methods like email and ParentSquare create obstacles for those less tech-savvy. Improved parent support, better communication strategies, and more inclusive, accessible curriculum options were suggested to help overcome these barriers.

**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/services that promote equity for all students. We are also committed to expanding our CCR opportunities, which will increase accessibility for all students to prepare for post-secondary experiences. Dual enrollment opportunities are a focus for achieving CCR status, and community college offerings 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. The LEA's staff also writes and updates new A-G courses annually, ensuring they are more current and culturally relevant. To improve student access to coursework, the LEA will include LCAP actions that focus on curriculum, technology, family engagement, and school structure. There is a strong call among staff and parents for more variety and support in math instruction across all levels, along with increased availability of digital coursework and online classes to aid home learning. Suggestions included revamping the middle school Home Study program by developing Canvas courses for all subjects to better prepare students for high school and increase tech literacy. Teachers also need greater flexibility to request instructional materials that match students' learning levels. The LEA would also like to offer more opportunities for parents to understand program expectations and deepen their learning around the use of effective programs and tools, such as Canvas and Clever.

# 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.

**All Students**

Green

1% suspended at least one day

Increased 0.6% ▲

Number of Students: 858

### Student Group Details

**All Student Groups by Performance Level**

14 Total Student Groups

Red

No Student Groups

Orange

African American

Yellow

Hispanic

Socioeconomically Disadvantaged

Green

Students with Disabilities

White

Blue

Two or More Races

No Performance Color

American Indian

Asian

English Learners

Filipino

Foster Youth

Homeless

Long-Term English Learners

Pacific Islander

**American Indian**

No Performance Color

0% suspended at least one day

Maintained 0%

**Asian**

No Performance Color

6.7% suspended at least one day

Increased 6.7% ▲

**English Learners**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 13

Number of Students: 15

Number of Students: 6

**Filipino**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

**Foster Youth**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

**Homeless**

No Performance Color

0% suspended at least one day

Maintained 0%

Number of Students: 14

**Long-Term English Learners**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

**Pacific Islander**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

**African American**

Orange

2.8% suspended at least one day

Increased 2.8% ▲

Number of Students: 36

**Hispanic**

Yellow

1.6% suspended at least one day

Increased 0.6% ▲

Number of Students: 305

**Socioeconomically Disadvantaged**

Yellow

1.2% suspended at least one day

Increased 0.9% ▲

Number of Students: 412

**Students with Disabilities**

Green

1.6% suspended at least one day

Maintained -0.1%

Number of Students: 189

**White**

Green

0.5% suspended at least one day

Increased 0.3% ▲

Number of Students: 381

**Two or More Races**

Blue

0% suspended at least one day

Maintained 0%

Number of Students: 96

# Local Indicators

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[1] (FTE) | Clear[2] (% of teaching FTE) | Comparison to Statewide Average |
|---|---|---|---|
| LEA | 36.35 | 75.7% | Below |
| County | 19,247.84 | 86% | Above |
| Statewide | 278,927.09 | 82.5% | n/a |

*[1]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.*

*[2]"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/DQCensus/TchAssgnOutcomeLevels.aspx?agglevel=School&cds=33103300138602&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)

6

### Additional Comments

The number of identified instances where facilities do not meet the “good repair” standard, and the decline of the "School Facility Rating as measured by the FIT Tool" metric in the LCAP (Goal 1) is not due to the LEAs' lack of implementation aligned to action 1.7 (Physical Satefy), but rather the continuous need for facility improvements to older buildings and the LEA's limited budget to address those needs quickly. In fact, the LEA spent approximately $50,000 more than projected on this action in 24/25, and the LEA will continue to dedicate LCFF resources to improving facilities each year.

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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.

The LEA partners with parents to build relationships focused on the support and success of students. This is a core strength of our school as we strive to personalize education. We 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 create personalized learning plans that outline 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. Staff also meet with parents and build authentic relationships at school events, field trips, parent-teacher conferences, daily drop-off and pick-up, coffee chats with administration, 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.

Parents highlighted strong relationships and communication as key strengths of the school in building partnerships and fostering engagement between staff and families. On a spring parent survey, staff members were frequently praised for their warmth, friendliness, and consistent communication about school events. Families expressed appreciation for the welcoming and supportive atmosphere created by both teachers and staff, noting that they feel heard, cared for, and respected. The school’s commitment to hiring educators with not only strong credentials but also character and compassion was recognized as contributing to a positive and inclusive environment. The supportive community at the Learning Center was specifically mentioned as a major reason some families choose to stay with JCS.

### 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.

To continue to build our relationships with families, we should focus on increasing participation in family engagement activities that we host at our locations. We would also like to increase the amount of parent engagement we receive on surveys, at our School Site Council meetings, at board meetings, and in other decision-making opportunities.

While many families expressed high satisfaction with the school’s efforts in building relationships and engaging families in decision-making, a few areas for improvement were noted. One parent suggested greater transparency around school funding and budget allocation to help families better plan and understand available resources. Another highlighted the lack of opportunities to meet teachers, such as back-to-school nights or conferences, which could enhance connection and collaboration between families and staff. Despite these suggestions, several families reported no concerns and praised the school’s ongoing efforts, commending the caring environment, strong parent-teacher organization involvement, and overall commitment to student success.

### 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.

We can improve the engagement of underrepresented families by decreasing the roster size of the teachers with the highest rosters and supporting teachers in identifying strategies to engage those families. For our EL home study population, we plan to designate Educational Facilitators (EFs) with specialized skills and experience in working with EL families to support this population of students. We hope these identified EFs will be able to use their skills and experiences to build deep relationships with EL students and families and increase engagement and student support. The school will also 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.

### 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.

The LEA provides professional learning opportunities to teachers and principals, such as formative assessment and data analysis training, research-based reading practices, MTSS and tiered interventions, and the Leader in Me SEL & culture-enhancing program. The staff regularly met with families & students to discuss progress during parent- teacher conferences, 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 mode,l where teachers meet individually with families once every 20 days. Our school also provides high-quality resources for learning and development at home.

On a spring survey, parents noted accessibility to staff, responsiveness to individual student needs, including those with medical considerations, and ongoing opportunities for engagement through emails and updates from their Education Facilitators as highlights that elevated partnerships for student outcomes.

### 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.

Our school can focus on continuing to improve and update resources to support student learning at home; this is an ongoing focus, especially for our home study program. Parents, students, and staff continue to provide feedback that they value choice and want more curriculum options to attend to the personalized needs and approaches of homeschooling. Additionally, our staff recognizes the need for curriculum options that are rigorous, more closely aligned to standards, and engaging.

### 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.

We can improve the engagement of underrepresented families by decreasing the roster size of the teachers with the highest rosters so they have a larger capacity for personalizing education. Additionally, our SED, EL, and FHY families in the Home Study program have expressed the need for more structured and straightforward curricula, allowing for more student learning independence since many underrepresented families are non-traditional homeschoolers. We look forward to aligning our Home Study program in the future to evaluate recommended curriculum options and create the capacity for more synchronous support opportunities with staff and tutoring with educational enrichment partners.

### 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, stakeholders provide input on the development of policies and programs. Our school 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. The school actively engages the whole community by surveying all partners. We have systems in place that allow and encourage staff, parents, and student partners to exercise their voice in the decision-making process and provide our school leaders regular feedback on how they can improve the school experience.

### 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.

Increased engagement in decision-making forums is an area where the LEA can improve. Identifying activities that draw parents, students, and staff in (such as field trip) and utilizing those events to get decision-making input is the LEA's goal. As an area of focus, our school can work more collaboratively with partners to when implementing and evaluating family engagement activities. We 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.

To improve the engagement of underrepresented families, we plan to develop small group and individual meeting times to plan for individual student needs for our ELs and Homeless/Foster Youth. Additionally, we will continue our two-minute conversation campaign and release a question of the month each month while challenging staff to engage with parents for feedback and share it with leadership through a Google form. 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.

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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, 377 surveys were completed by the students of JCS-Pine Hills.

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 (377):
Tier 1 - 41.1%
Tier 2 - 39.3%
Tier 3 - 19.6%
Average Strengths - 2.8
Average Challenges - 2.4
Most Significant Strengths - Empathy, School Bonding, Emotion Control Most Significant Challenges - Assertiveness, Learning Interest

SwD (72):
Tier 1 - 29.2%
Tier 2 - 43.1%
Tier 3 - 27.8%
Average Strengths - 2.2
Average Challenges - 3.1
Most Significant Strengths - Empathy, Emotion Control, School Bonding Most Significant Challenges - Assertiveness, Reflection, Learning Interest

SED (21):
Tier 1 - 42.9%
Tier 2 - 33.3%
Tier 3 - 23.8%
Average Strengths - 2.7
Average Challenges - 2.5
Most Significant Strengths - Empathy, Perseverance
Most Significant Challenges - Action Orientation, Assertiveness

Hispanic (93):
Tier 1 - 39.8%
Tier 2 - 38.7%
Tier 3 - 21.5%
Average Strengths - 2.4
Average Challenges - 2.4
Most Significant Strengths - Empathy, Emotion Control
Most Significant Challenges - Assertiveness, Learning Interest

**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 analysis of the Fall 2025 HSA data for JCS-Pine Hills reveals several key learnings regarding students' social- emotional development. A primary area of strength across all groups is empathy, consistently identified as a top strength, along with emotion control and school bonding, indicating that many students feel connected to their school community and are capable of understanding and managing emotions. These strengths suggest a solid foundation for building positive relationships and a supportive school climate.

However, the data also highlights several critical needs and areas for targeted intervention. Assertiveness and learning interest consistently emerged as the most significant challenges across nearly all student subgroups, indicating a broader need for support in student confidence, communication, and intrinsic motivation for learning. Additionally, students with disabilities (SwD) show a disproportionate representation in Tier 3 (27.8%) and lower average strengths (2.2), signaling a need for more intensive support and inclusive strategies to address their social- emotional challenges, particularly in reflection and learning engagement.

Low-income students (SED) also showed notable challenges in action orientation and assertiveness, pointing to a need for interventions that support initiative-taking and self-advocacy. Meanwhile, the Hispanic student subgroup mirrors overall trends but still presents a significant portion in Tier 3 (21.5%), reinforcing the importance of culturally responsive supports to address ongoing challenges in motivation and self-expression.

Overall, while the school has a strong baseline in emotional regulation and relational strengths, the data underscores a clear need to focus on fostering student agency, motivation, and assertiveness, especially for more vulnerable subgroups.

**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.

The 2025/2026 LCAP will seek to address school climate improvement 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.

The LEA will also 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.

# 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.

**All Students**

Green

60.4 science points

Increased 2 Points ▲

Number of Students: 160

**African American**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

**American Indian**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

**Asian**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

**English Learners**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

**Filipino**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

**Foster Youth**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

**Homeless**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

**Two or More Races**

No Performance Color

56.1 science points

Declined 5.2% ▼

Number of Students: 19

**Pacific Islander**

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

**Socioeconomically Disadvantaged**

Green

55.2 science points

Increased 4.3% ▲

Number of Students: 78

**Students with Disabilities**

Green

46 science points

Increased 3% ▲

Number of Students: 32

**White**

Green

59.7 science points

Maintained -0.3%

Number of Students: 82

**Hispanic**

Blue

65 science points

Increased 9.2% ▲

Number of Students: 45

### 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.

**Recently Reclassified English Learners**

Fewer than 11 students - data not displayed for privacy

Number of Students: 1

**English Only**

60.4 science points

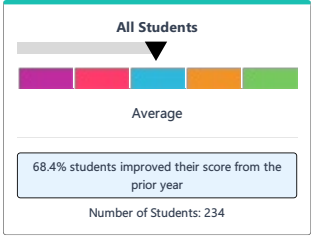
Increased 2.6 Points ▲

Number of Students: 157

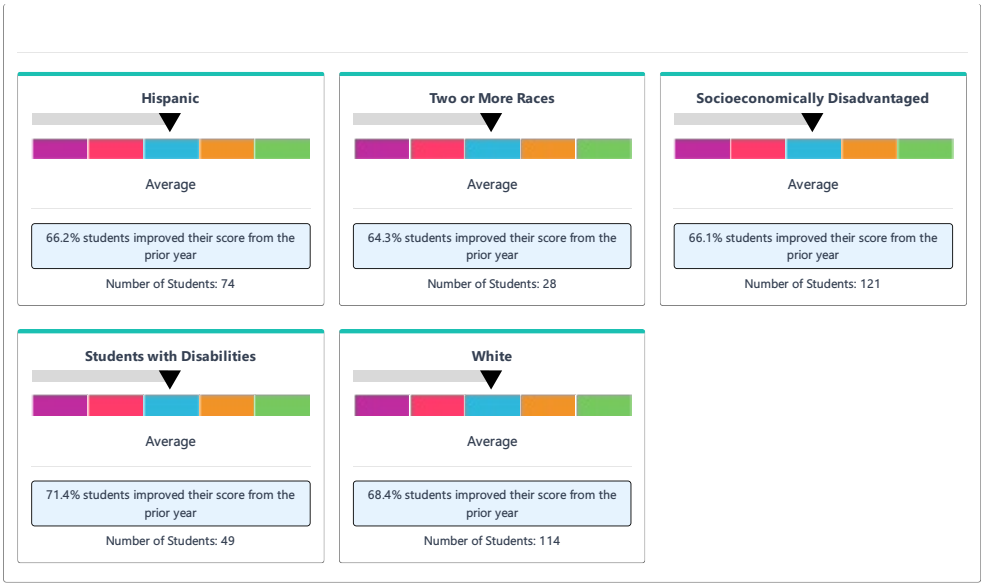
## English Language Arts Growth

## 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.



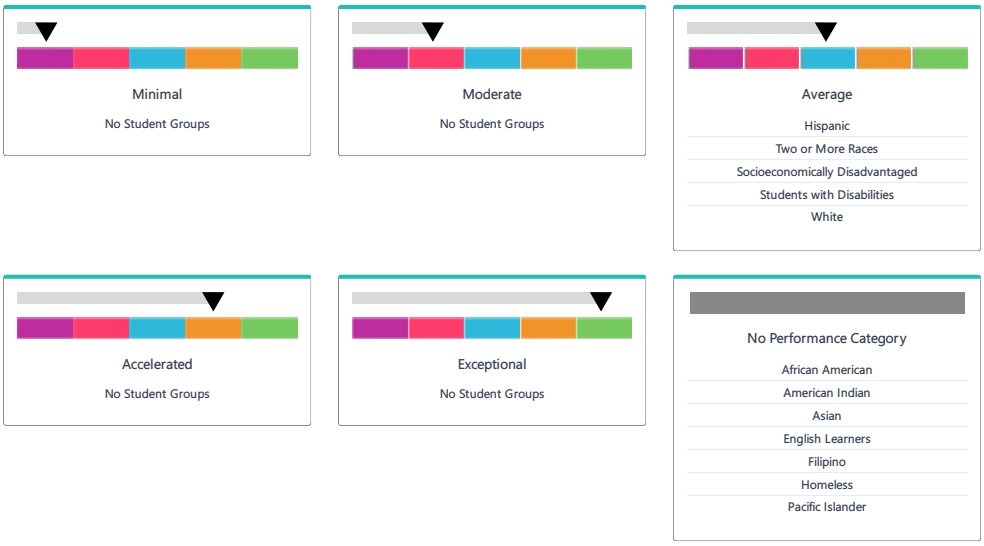

### Explore Groups By Growth




### Student Group Details (English Language Arts)

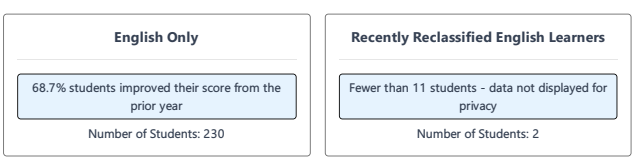
#### All Student Groups by Growth

12 Total Student Groups



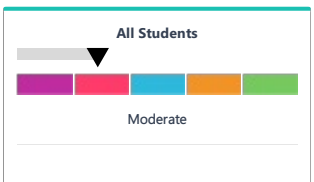

### Growth Data Comparison: English Learners

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.

65.4% students improved their score from the prior year

Number of Students: 234

## Explore Groups By Growth

**Socioeconomically Disadvantaged**

Moderate

63.6% students improved their score from the prior year

Number of Students: 121

**White**

Moderate

64% students improved their score from the prior year

Number of Students: 114

## Student Group Details (Mathematics)

### All Student Groups by Growth

12 Total Student Groups

Minimal

No Student Groups

Moderate

Socioeconomically Disadvantaged

White

Average

Hispanic

Two or More Races

Students with Disabilities

Accelerated

No Student Groups

Exceptional

No Student Groups

No Performance Category

African American

American Indian

Asian

English Learners

Filipino

Homeless

Pacific Islander

## 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.

**English Only**

65.7% students improved their score from the prior year

Number of Students: 230

**Recently Reclassified English Learners**

Fewer than 11 students - data not displayed for privacy

Number of Students: 2