

# JCS-Mountain Oaks

## 2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## 2023-24 School Contact Information

<b>School Name</b>	JCS-Mountain Oaks
<b>Street</b>	539 Encinitas Blvd
<b>City, State, Zip</b>	Encinitas, CA 92024
<b>Phone Number</b>	760-632-4989
<b>Principal</b>	Jennifer Dodds
<b>Email Address</b>	jdodds@jcs-inc.org
<b>School Website</b>	<a href="https://mountainoaks.jcs-inc.org/">https://mountainoaks.jcs-inc.org/</a>
<b>County-District-School (CDS) Code</b>	3 768163 0138156

## 2023-24 District Contact Information

<b>District Name</b>	JCS-Mountain Oaks
<b>Phone Number</b>	760-765-0661
<b>Superintendent</b>	Brian Duffy
<b>Email Address</b>	brian.duffy@juesd.net
<b>District Website</b>	www.juesd.net

## 2023-24 School Description and Mission Statement

JCS-Mountain Oaks is a parent-choice charter school which serves grades TK-8 with a target student population for those who have a strong desire to homeschool or would like to participate in a homeschool hybrid and collegiate learning model with a combination of classroom learning opportunities four-days-a-week and one day at home for independent study. Additionally we offer home study for TK-8 students. JCS-Mountain Oaks is a community of compassionate, innovative, life-long learners who continually strive for excellence. Our aim is to promote an academically rigorous curriculum that values the different interests, learning styles, and abilities of each student. JCS-Mountain Oaks is designed to teach the California state standards while using differentiated curriculum addressed in the California GATE standards, such as acceleration, novelty, depth, and complexity. Through differentiation of the core curriculum, JCS-Mountain Oaks creates opportunities for students to become analytic thinkers, creative producers, and practical problem solvers. Lessons emphasize critical thinking skills, inquiry, and connections to universal concepts through cooperative learning experiences and class discussions. A variety of research-based instructional strategies and materials are used throughout the grade levels to meet the needs of all students.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	13
Grade 1	13
Grade 2	14
Grade 3	25
Grade 4	25
Grade 5	35
Grade 6	47
Grade 7	34
Grade 8	31
Total Enrollment	237

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.1%
Male	51.5%
Asian	8.4%
Black or African American	3%
Filipino	0.4%
Hispanic or Latino	8.9%
Two or More Races	9.3%
White	66.2%
English Learners	0.4%
Foster Youth	0.4%
Homeless	0.8%
Socioeconomically Disadvantaged	14.3%
Students with Disabilities	9.3%

#### A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	11.00	84.62	51.70	68.76	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.10	0.13	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	1.00	1.43	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.50	3.85	17.60	23.38	12115.80	4.41
<b>Unknown</b>	1.50	11.54	4.70	6.27	18854.30	6.86
<b>Total Teaching Positions</b>	13.00	100.00	75.20	100.00	274759.10	100.00

Note: 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	10.90	99.01	61.90	70.14	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	0.90	1.12	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	0.00	0.00	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.10	0.90	22.20	25.21	11953.10	4.28
<b>Unknown</b>	0.00	0.00	3.00	3.50	15831.90	5.67
<b>Total Teaching Positions</b>	11.00	100.00	88.20	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: 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. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.50	0.10
<b>Total Out-of-Field Teachers</b>	0.50	0.10

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

## 2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

High quality instructional materials and curricula are available for all students at all grade levels. Materials are updated and replaced, as needed. Standards-aligned textbooks and other instructional materials are stocked on site. The academy program has extensive flexibility to work with instructional materials that optimize learning and teaching for the student and family. The school does not strictly adhere to the state's textbook adoption cycle.

Year and month in which the data were collected

December 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Wonders (K-6), novels, Nancy Fetzer Writing, Okapi Guiding Reading Materials	Yes	0
<b>Mathematics</b>	iReady Math (K-5), College Preparatory Math (6-8), Zearn (K-8), GoMath (K-8), Beast Academy (1-5)	Yes	0
<b>Science</b>	Science Weekly (K-6), Stemsopes (6-8), Mystery Science (TK-8), Kesler Science (6-8)	Yes	0
<b>History-Social Science</b>	TCI Social Studies Alive (3-5), TCI History Alive (6-8), Studies Weekly (K-8)	Yes	0
<b>Foreign Language</b>	Standards-aligned texts available for all students.	Yes	0
<b>Health</b>	Glencoe Health	Yes	0
<b>Visual and Performing Arts</b>	Standards-aligned texts available for all students.	Yes	0

## School Facility Conditions and Planned Improvements

JCS-Mountain Oaks has a facility in Encinitas that houses a TK-8 academy as well as space for EF meetings. The facility is in good repair and is clean and safe for students and staff.

Year and month of the most recent FIT report

7/5/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			:
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			Replace several light fixtures
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	80	77	38	43	47	46
<b>Mathematics</b> (grades 3-8 and 11)	70	65	27	29	33	34

## 2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	197	196	99.49	0.51	76.53
<b>Female</b>	97	97	100.00	0.00	76.29
<b>Male</b>	99	98	98.99	1.01	76.53
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	19	19	100.00	0.00	84.21
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	15	15	100.00	0.00	73.33
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	25	25	100.00	0.00	84.00
<b>White</b>	132	131	99.24	0.76	75.57
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	33	33	100.00	0.00	66.67
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	16	16	100.00	0.00	31.25



## 2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	197	196	99.49	0.51	65.31
<b>Female</b>	97	97	100.00	0.00	61.86
<b>Male</b>	99	98	98.99	1.01	69.39
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	19	19	100.00	0.00	89.47
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	15	15	100.00	0.00	40.00
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	25	25	100.00	0.00	76.00
<b>White</b>	132	131	99.24	0.76	64.12
<b>English Learners</b>	0	0	0	0	0
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	33	33	100.00	0.00	51.52
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	16	16	100.00	0.00	18.75

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	55.17	71.88	19.30	14.81	29.47	30.29

## 2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	65	64	98.46	1.54	71.88
Female	34	34	100.00	0.00	70.59
Male	30	29	96.67	3.33	72.41
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	12	12	100.00	0.00	75.00
White	38	37	97.37	2.63	70.27
English Learners	0	0	0	0	0
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	11	11	100.00	0.00	36.36
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

#### 2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	99%	99%	99%	99%	99%
Grade 7	97%	97%	97%	97%	97%
Grade 9	--	--	--	--	--

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

#### 2023-24 Opportunities for Parental Involvement

Because JCS-Mountain Oaks is an independent study program, parental involvement is welcome and very much needed. We have multiple field trips throughout the year which parents can participate in. Parents are an integral part of our School Site Council and Parent Teacher Organization which hold regularly scheduled meetings that can be found on our website. We also have additional activities throughout the year, such as Student-Led Conferences, Poetry Cafe, Scholarly Presentations, Math Olympics, Family Nights, and many PTO-sponsored events. Other examples of involvement include participation in the weekly teaching of their children, Project Week, and opportunities to serve on the JCS Board. Communication mechanisms include meetings with facilitators; site newsletters; event and opportunity flyers; parent surveys; e-mail; Zoom; ParentSquare and the JCS-Inc website.

## 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	264	258	2	0.8
Female	129	124	0	0.0
Male	134	133	2	1.5
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	22	22	0	0.0
Black or African American	7	7	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	24	22	1	4.5
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	26	23	0	0.0
White	175	174	1	0.6
English Learners	3	3	0	0.0
Foster Youth	1	1	0	0.0
Homeless	4	3	0	0.0
Socioeconomically Disadvantaged	45	42	0	0.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	24	24	0	0.0

### C. Engagement

#### State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

### Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.76	0.05	0.00	0.60	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

## 2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.76	0
Female	0.78	0
Male	0.75	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	4.17	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0.57	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	2.22	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

## 2023-24 School Safety Plan

The JCS-Mountain Oaks Safety Plan was last revised and approved in February 2023 for the 2023/2024 school year. Before the revision, a meeting was held in November 2022 for public input. Our school site council is currently reviewing and updating the plan for the 2024/2025 school year and it will be approved in March 2024. The School Site Council acts as the Safety Committee for JCS-Mountain Oaks and reviewing/updating the annual safety plan is an important order of business. The School Site Council meets in November, February, and May. Our main focus is on student and staff well-being and safety. Our three major actions are: 1. Provide online training to staff on awareness of key wellness topics such as Bullying (Recognition and Response), Youth Suicide, Online Safety (predators), Boundary Invasion, Mandated Reporter: Child Abuse and Neglect; and Human Trafficking Awareness; 2. Provide social-emotional training on bullying, harassment, and suicide prevention for students; and 3. Initiate increased safety procedures and prevention.

## D. Other SARC Information Information Required in the SARC

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

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	6	3		
1	19	1		
2	18	1		
3	8	2	1	
4	27		1	
5	9	4	1	
6	30	1		2
Other	9	1		

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	2	3		
1	4	2		
2	5	4		
3	12	1	1	
4	1	1		
5	10	2	1	
6	22	2		2
Other	12	3		

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	3	4	0	0
1	1	2	0	0
2	0	0	0	0
3	13	1	1	0
4	13	1	1	0
5	12	3	0	0
6	37	1	0	4
Other	25	0	1	0

## 2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	2370

## 2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.1

## Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,830	\$1,757	\$12,046	\$56,421
District	N/A	N/A	\$12,712.46	
Percent Difference - School Site and District	N/A	N/A	-5.4	-20.1
State	N/A	N/A	\$7,607	\$75,753
Percent Difference - School Site and State	N/A	N/A	58.5	-27.0

## Fiscal Year 2022-23 Types of Services Funded

All services are supported through the school's general budget, which includes charter school block funding. Special programs include tutoring, online learning, personalized learning, extensive field trips, and programs and services designed to ensure that all students are provided opportunities for success such as student academic counseling, speech therapy, special education services, Student Success Team (SST) and Response to Intervention (RtI).

## Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		\$48,481
Mid-Range Teacher Salary		\$73,129
Highest Teacher Salary		\$99,406
Average Principal Salary (Elementary)		\$117,381
Average Principal Salary (Middle)		\$128,158
Average Principal Salary (High)		
Superintendent Salary		\$138,991
Percent of Budget for Teacher Salaries	24.79%	29.34%
Percent of Budget for Administrative Salaries	5.84%	5.99%



## Professional Development

JCS-Mountain Oaks hosts professional development days each month. Teachers also have a Professional Development week at the beginning of semester 2 during which all students have a Project Week. Professional development for 2023-24 focused on Leader in Me, Nancy Fetzter Writing, growth mindset, how to teach GATE strategies, differentiation, learning environment, creating task statements, and creating learning centers. Our forums focus on school policy, student achievement, curriculum, teaching and learning strategies, technology support and training, and self-selected professional learning communities. Teachers new to the profession and new to independent study receive support through mentoring opportunities. Additionally, teachers are encouraged to attend outside conferences and workshops, particularly those that focus on writing, math, personalized learning, and those that foster leadership. Parents are invited to attend professional development day trainings and events and parent-specific core subject area workshops provide additional opportunities for professional development.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	14	16	