SCHOOL PERFORMANCE OVERVIEW

JCS - Manzanita

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

Chronic Absenteeism

Green

Suspension Rate

Blue

English Learner Progress

No Performance Color

Graduation Rate

No Performance Color

College/Career

No Performance Color

English Language Arts

Orange

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

72.3% Clear

Below the State Average

School Details

Optional Narrative Summary

Completed By JCS - Manzanita

JCS-Manzanita (JCS-MZ) is an independent study TK-12 charter school sponsored by the San Diego County Office of Education. JCS-MZ serves approximately 240 students in San Diego County. JCS-MZ is a hybrid program with some students in home study (TK-12) and others in an academy 3-4 days/week (K-8). Academy students are taught by a certified teacher ~74% of the time and by a parent-teacher ~26% of the time. Home study instruction is overseen by parents with support from a credentialed teacher.

NAME
JCS - Manzanita

ADDRESS
5300 Jackson Drive
La Mesa, CA 91942-6014

WEBSITE
http://www.jcs-inc.org

GRADES SERVED
K-12

CHARTER
Yes

DASHBOARD ALTERNATIVE SCHOOLS STATUS
No

LCAP
Download the LCAP

JCS - MANZANITA

Student Population

Explore information about this school's student population.

Enrollment
224

Socioeconomically Disadvantaged
47.8%

English Learners
7.1%

Foster Youth
0%

JCS - MANZANITA

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

Orange

20.9 points below standard

Declined 14.5 Points ▼

EQUITY REPORT

Number of Student Groups in Each Color

0	2	1	0	0
Red	Orange	Yellow	Green	Blue

LEARN MORE

Mathematics

Orange

57.4 points below standard

Declined 24.1 Points ▼

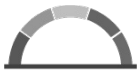
EQUITY REPORT

Number of Student Groups in Each Color

0	3	0	0	0
Red	Orange	Yellow	Green	Blue

LEARN MORE

English Learner Progress

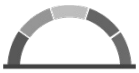


No Performance Color

Fewer than 11 students - data not displayed for privacy

LEARN MORE

College/Career



No Performance Color

Fewer than 11 students - data not displayed for privacy

Local Indicators

LEARN MORE

Implementation of Academic Standards

STANDARD MET

JCS - MANZANITA

Academic Engagement

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

LEARN MORE

Chronic Absenteeism

Green

6.5% chronically absent

Declined 6.5% ▼

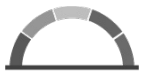
EQUITY REPORT

Number of Student Groups in Each Color

0	0	1	3	0
Red	Orange	Yellow	Green	Blue

LEARN MORE

Graduation Rate



No Performance Color

Fewer than 11 students - data not displayed for privacy

Local Indicators

LEARN MORE

Access to a Broad Course of Study

STANDARD MET

JCS - MANZANITA

Conditions & Climate

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

LEARN MORE

Suspension Rate

Blue

0% suspended at least one day

Maintained 0%

EQUITY REPORT

Number of Student Groups in Each Color

0	0	0	0	4
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 - MANZANITA

Informational Purposes

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

LEARN MORE

Science

Green

56.3 science points

Increased 3.7 Points ▲

EQUITY REPORT

Number of Student Groups in Each Color

0	0	0	0	0
Red	Orange	Yellow	Green	Blue

LEARN MORE

English Language Arts Growth

Average

66.7% students improved their score from the prior year

EQUITY REPORT

Number of Student Groups in Each Growth Category

0	0	3	1	0
Minimal	Moderate	Average	Accelerated	Exceptional

LEARN MORE

Mathematics Growth

Moderate

55.2% students improved their score from the prior year

EQUITY REPORT

Number of Student Groups in Each Growth Category

0	2	2	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

Orange

20.9 points below standard

Declined 14.5 Points ▼

Number of Students: 116

Student Group Details

All Student Groups by Performance Level

10 Total Student Groups

Red

No Student Groups

Orange

Hispanic

White

Yellow

Socioeconomically Disadvantaged

Green

No Student Groups

Blue

No Student Groups

No Performance Color

African American

Asian

English Learners

Homeless

Long-Term English Learners

Two or More Races

Students with Disabilities

African American

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: 2

English Learners

No Performance Color

43.2 points below standard

Declined 10.8 Points ▼

Number of Students: 12

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Long-Term English Learners

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Two or More Races

No Performance Color

19 points above standard

Number of Students: 11

Students with Disabilities

No Performance Color

54.1 points below standard

Increased 11.1 Points ▲

Number of Students: 35

Hispanic

Orange

33.4 points below standard

Declined 14.5 Points ▼

Number of Students: 52

White

Orange

14.4 points below standard

Declined 31 Points ▼

Number of Students: 47

Socioeconomically Disadvantaged

Yellow

33.2 points below standard

Increased 6.4 Points ▲

Number of Students: 58

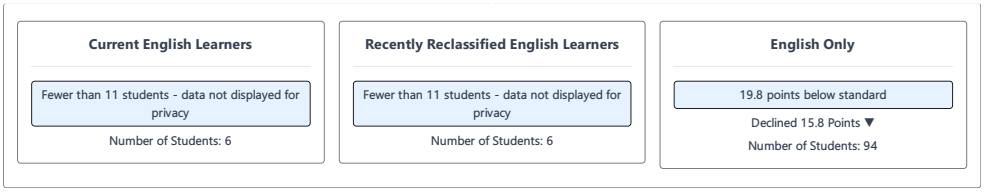
Distance From Standard (English Language Arts)

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	16.6 points above standard	14.7 points above standard	20.8 points below standard	6.4 points below standard	20.9 points below standard

English Language Arts Data Comparisons: English Learners

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



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

57.4 points below standard

Declined 24.1 Points ▼

Number of Students: 116

Student Group Details

All Student Groups by Performance Level

10 Total Student Groups

Red

No Student Groups

Orange

Hispanic

Socioeconomically Disadvantaged

White

Yellow

No Student Groups

Green

No Student Groups

Blue

No Student Groups

No Performance Color

African American

Asian

English Learners

Homeless

Long-Term English Learners

Two or More Races

Students with Disabilities

African American

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: 2

English Learners

No Performance Color

86.5 points below standard

Declined 25.9 Points ▼

Number of Students: 12

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Long-Term English Learners

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Two or More Races

No Performance Color

17.7 points below standard

Number of Students: 11

Students with Disabilities

No Performance Color

106.9 points below standard

Declined 29.8 Points ▼

Number of Students: 35

Hispanic

Orange

85.3 points below standard

Declined 34.5 Points ▼

Number of Students: 52

Socioeconomically Disadvantaged

Orange

75.6 points below standard

Declined 19.8 Points ▼

Number of Students: 58

White

Orange

36.3 points below standard

Declined 25 Points ▼

Number of Students: 47

Distance From Standard (Mathematics)

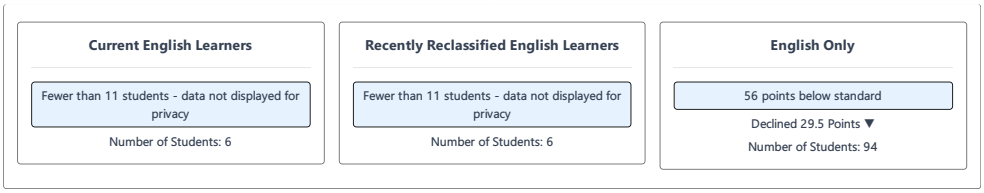
Distance from Standard measures how far, on average, students are from the lowest possible score for Level 3/Proficient. The Smarter Balanced Consortium has identified Level 3/Proficient as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at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

2019	2022	2023	2024	2025

	2019	2022	2023	2024	2025
All Students	34.8 points below standard	29.8 points below standard	38.5 points below standard	33.3 points below standard	57.4 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: 7

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: 7

Long-Term English Learners

No Performance Color

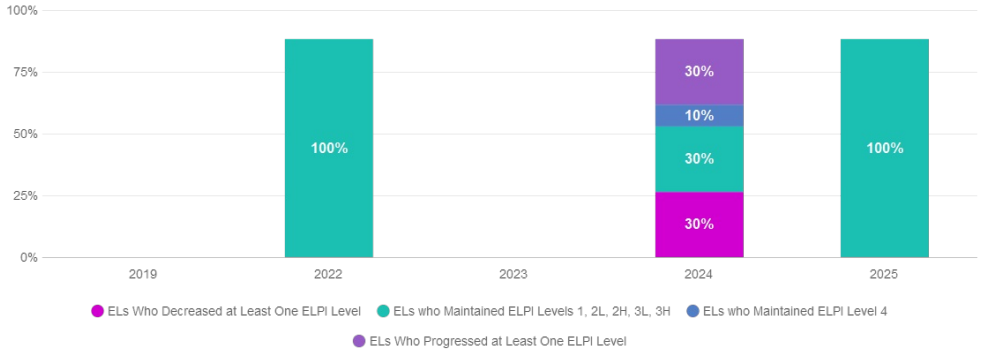
Less than 11 students - data not displayed for privacy

Number of Students: 4

Student English Language Acquisition Results

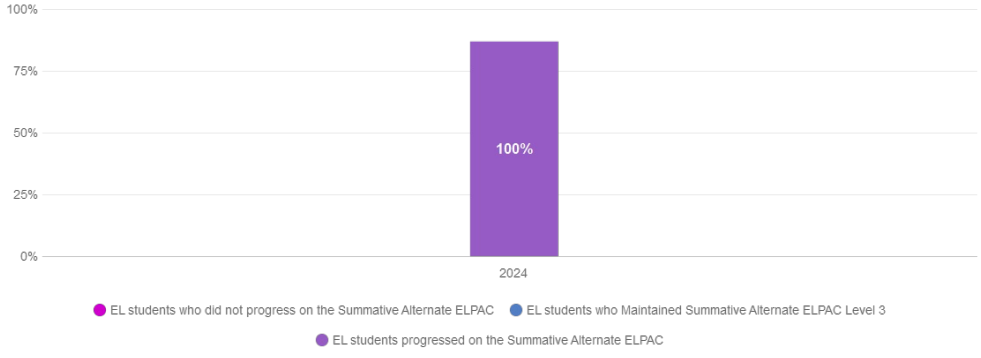
Summative ELPAC

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

No Performance Color

Fewer than 11 students - data not displayed for privacy

Number of Students: 6

Student Group Details

All Student Groups by Performance Level

7 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

- Asian
- English Learners
- Hispanic
- Long-Term English Learners
- Socioeconomically Disadvantaged
- Students with Disabilities
- White

○ ○ ○ ○ ○ ●

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

Less than 11 students - data not displayed for privacy

Number of Students: 4

Long-Term English Learners

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Socioeconomically Disadvantaged

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Students with Disabilities

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

College/Career

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

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

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)
3 Initial Implementation

Mathematics – Common Core State Standards for Mathematics
4 Full Implementation

Next Generation Science Standards
4 Full Implementation

History - Social Science
4 Full Implementation

Instructional Materials

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

English Language Arts – Common Core State Standards for English Language Arts
4 Full Implementation

English Language Development (Aligned to English Language Arts Standards)
4 Full Implementation

Mathematics – Common Core State Standards for Mathematics
4 Full Implementation

Next Generation Science Standards
4 Full Implementation

History - Social Science
4 Full Implementation

Policy & Program Support

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

English Language Arts – Common Core State Standards for English Language Arts
4 Full Implementation

English Language Development (Aligned to English Language Arts Standards)
4 Full Implementation

Mathematics – Common Core State Standards for Mathematics
4 Full Implementation

Next Generation Science Standards
4 Full Implementation

History - Social Science
4 Full Implementation

Implementation of Standards

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

Career Technical Education
3 Initial Implementation

Health Education Content Standards
4 Full Implementation

Physical Education Model Content Standards
5 Full Implementation And Sustainability

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

3	Initial 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 Educational Enrichment Partners help to implement CTE, Health, PE., VAPA, and World Language standards appropriate and sustainable. Annually, the LEA selects a professional development focus that is appropriate for the collective community of educators and students based on current data, and we grow together in a PLC format. In 24/25, the LEA's professional learning focus was centered around the SEL needs of the student community and capacity for staff to employ positive systems of behavior to improve school culture. The Leader in Me program (LiM) and Positive Behavior Interventions for Success (PBIS), and the application of these techniques/tools were the key actions that drove professional learning in 24/25. Additionally, teachers set individualized professional goals based on assessment data from NWEA MAP, which was administered three times in the school year. Teachers revised goals based on the results of the assessments, and they were observed and provided professional growth feedback at least 2 times during the school year. 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=37103710138792&year=2024-25

All Students

Green

6.5% chronically absent

Declined 6.5% ▼

Number of Students: 230

Student Group Details

All Student Groups by Performance Level

10 Total Student Groups

Red

No Student Groups

Orange

No Student Groups

Yellow

Socioeconomically Disadvantaged

Green

Hispanic

Students with Disabilities

White

Blue

No Student Groups

No Performance Color

African American

Asian

English Learners

Homeless

Long-Term English Learners

Two or More Races

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

English Learners

No Performance Color

22.2% chronically absent

Declined 11.1% ▼

Number of Students: 18

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Long-Term English Learners

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Two or More Races

No Performance Color

0% chronically absent

Declined 11.1% ▼

Number of Students: 22

Socioeconomically Disadvantaged

Yellow

10.9% chronically absent

Declined 6.4% ▼

Number of Students: 110

Hispanic

Green

9.7% chronically absent

Declined 6.8% ▼

Number of Students: 113

Students with Disabilities

Green

9.6% chronically absent

Declined 10.9% ▼

Number of Students: 52

White

Green

3.6% chronically absent

Declined 3.6% ▼

Number of Students: 83

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
	2019	2022	2023	2024	2025
Chronic Absenteeism	11.3%	14.9%	15.2%	13.1%	6.5%

Graduation Rate

All Students

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

All Students

No Performance Color

Fewer than 11 students - data not displayed for privacy

Number of Students: 6

Student Group Details

All Student Groups by Performance Level

7 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

- Asian
- English Learners
- Hispanic
- Long-Term English Learners
- Socioeconomically Disadvantaged
- Students with Disabilities
- White

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

Less than 11 students - data not displayed for privacy

Number of Students: 4

Long-Term English Learners

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Socioeconomically Disadvantaged

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Students with Disabilities

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Local Indicators

STANDARD MET

Access to a Broad Course of Study

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

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

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

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

Graduation data, Master Agreements, and transcripts listing classes of all students are reviewed each semester to make sure students are enrolled in a broad range of studies and individualized needs are being met.

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

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

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

Several barriers that may hinder students' access to necessary coursework, programs, and services have been considered by the LEA. A primary issue is the lack of sufficient staff, which limits support and resources for students. Additionally, inconsistent school attendance due to family difficulties affects student participation and progress. For students in the Home Study program, challenges include unreliable website access and the reality of parents working, which often leaves children to navigate their learning independently without adequate guidance.

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

The LEA will continue to provide programs and services that promote equity for all students regardless of disability, socioeconomic status, ethnicity, and/or background. We are also committed to expanding our College and Career Readiness opportunities, which will increase accessibility for all students to prepare for post-secondary experiences. Dual enrollment opportunities began in 2020-21 and are being expanded each year. A wider range of a-g offerings is offered through the school catalog and educational partners like Edgenuity. Each year, we are also writing new A-G courses and updating A-G courses so they are more current and culturally relevant. Additionally, we would like to offer CTE pathways through a partnership with the community college. To improve student access to coursework, programs, and services, it has been suggested by staff that the school work more closely with parents to ensure regular student attendance, possibly by providing transportation support. Additionally, expanding the Extended Education Program (EEP) list in the San Diego area would offer students more opportunities and resources to enhance their educational experience. These suggestions have been incorporated into the 25/26 LCAP.

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

Blue

0% suspended at least one day

Maintained 0%

Number of Students: 255

Student Group Details

All Student Groups by Performance Level

10 Total Student Groups

Red

No Student Groups

Orange

No Student Groups

Yellow

No Student Groups

Green

No Student Groups

Blue

Hispanic

Socioeconomically Disadvantaged

Students with Disabilities

White

No Performance Color

African American

Asian

English Learners

Homeless

Long-Term English Learners

Two or More Races

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

English Learners

No Performance Color

0% suspended at least one day

Maintained 0%

Number of Students: 21

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Long-Term English Learners

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

Two or More Races

No Performance Color

0% suspended at least one day

Maintained 0%

Number of Students: 24

Hispanic

Blue

0% suspended at least one day

Maintained 0%

Number of Students: 129

Socioeconomically Disadvantaged

Blue

0% suspended at least one day

Maintained 0%

Number of Students: 119

Students with Disabilities

Blue

0% suspended at least one day

Maintained 0%

Number of Students: 60

White

Blue

0% suspended at least one day

Maintained 0%

Number of Students: 89

Suspension Rate By Year

Percentage of students who were suspended.

	2019	2022	2023	2024	2025

	2019	2022	2023	2024	2025
Suspension Rate	N/A	N/A	0.4%	N/A	N/A

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	16.85	72.3%	Below
County	22,732.02	85.9%	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=37103710138792&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)

1

Additional Comments

N/A

STANDARD MET

Parent and Family Engagement

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

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

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

Full Implementation

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 and Sustainability

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

Full Implementation and Sustainability

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

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. On a parent survey given in Spring 2025, 95% of parents agreed that teachers care about their students and are available to them. 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 profiles (PLPs) 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, IEPs, and other meetings based on request. Communication among the school staff and parents is facilitated via weekly newsletters, phone calls, emails, text messages, in-person conversations, and meetings.

We asked staff and parents for feedback related to the LEA's strengths in Building Relationships between school staff and families. Overall, parents report that the school has demonstrated strong communication and has fostered positive relationships with both students and parents, with many noting their great experiences. Parents report that staff members are friendly and accessible, contributing to a welcoming atmosphere. Additionally, parents highlight that the school offers numerous opportunities for students, staff, and families to participate in events, strengthening the sense of community. Staff concurs with parents, saying that the school demonstrates strong parental involvement and family engagement through a variety of community-oriented events such as school-wide park days, Science Night, and field trips. They believe these activities provide meaningful opportunities for families to connect with the school, support student learning, and build a sense of community.

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

Via a survey, parent partners have expressed appreciation for community events facilitated by the school. In general, parents would like more opportunities to socialize with the community and build quality relationships that would result in higher retention from year to year. 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.

We asked staff and parents for feedback related to how the LEA could improve in Building Relationships between school staff and families. Some parents have suggested that staff employ patience and empathy, particularly for younger students who are new to school. Some parents also expressed a desire for more community-building opportunities, such as a system that allows parents to connect with others in their child's classroom, similar to what is offered at other schools.

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

The LEA utilizes ParentSquare for communication to build relationships with families, along with weekly newsletters, student-led goal-setting conferences, conferences throughout the year, and project week presentations of learning. We try to engage underrepresented families through in-person conversations at pick-up/drop-off, personal phone calls, and personal emails. We can improve the engagement of underrepresented families by decreasing the roster size of the teachers with the highest percentage of students with unique needs and supporting teachers in identifying strategies to engage those families. When language is a barrier between the school and the parent, the school will utilize bilingual features of communication channels (ex., ParentSquare, Google Docs, etc.) and 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 meets with families & students to discuss progress during student- led goal-setting conferences, parent-teacher meetings, and project presentations. The school provides a Parent Handbook that addresses their legal rights and how to advocate for their children. Our school provides the capacity for teachers to partner with families through our hybrid model, where teachers can personalize communication with families up to four days per week, or our home study model, where teachers meet individually with families once every 20 days. Our school also provides high-quality resources for learning and development in home.

We asked staff and parents for feedback related to the LEA's strengths in Building Partnerships for Student Outcomes. Parents report that there is great communication, ensuring that families stay informed and connected.

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.

The LEA will continue to provide professional learning opportunities for using data and formative assessment in ELA and Math to drive lesson design and student learning activities. In our home study program, we will increase the standards-based curriculum options for middle school core subject areas. 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. We can improve our partnership with parents for student outcomes by providing increased training for new home study students and parents to help them understand the intricacies of learning at home (for example, videos to help families access the essential and supplemental platforms and websites available to them).

We asked staff and parents for feedback related to how the LEA could improve in Building Partnerships for Student Outcomes. Several parents have suggested the need for more parental involvement, particularly in the classroom, as they feel the school could benefit from more parent helpers. The establishment of a PTA is hoped to address this, and some parents are eager to contribute, even taking on roles like classroom mom. Additionally, there are suggestions for improving communication by separating postings for different subjects to avoid important information being overlooked.

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.

We have an effective and supportive School Site Council that includes parents in our home study program and high school students who provide excellent feedback and input. We seek the opinions of all of our families through surveys and an "open door policy." We encourage staff to have short, focused conversations with parents, students, and colleagues around school policies and decision-making.

We asked staff and parents for feedback related to the LEA's strengths in Seeking Input for Decision-Making. Parents shared that teachers and administrators are approachable and open to communication, making it easy for parents to provide feedback and suggestions that elevate their voices in decision-making processes.

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

As an area of focus, our school can work more collaboratively with partners 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, 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 those representing our communities of students with disabilities, low-income students, and English language learners.

STANDARD MET

Local Climate Survey

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

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

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

Local Climate Survey Summary

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

The school administered PEAR's Holistic Student Assessment (HSA) to all students in 4th-12th grade in Fall 2024. The HSA is a data-driven tool to promote social-emotional development in young people. The HSA has 14 scales, grouped into three domains: resiliencies, relationships, and learning and school engagement. Altogether, 85 surveys were completed by the students of JCS-Manzanita.

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 (85):
Tier 1 - 31.8%
Tier 2 - 32.9%
Tier 3 - 35.3%
Average Strengths - 2.6
Average Challenges - 4.1
Most Significant Strengths - Emotion Control, Relationships with Peers
Most Significant Challenges - Academic Motivation, Reflection, Learning Interest, Relationships with Adults

SwD (27):
Tier 1 - 18.5%
Tier 2 - 40.7%
Tier 3 - 40.7%
Average Strengths - 2.6
Average Challenges - 4.8
Most Significant Strengths - Trust, Emotion Control, School Bonding
Most Significant Challenges - Critical Thinking, Reflection, Academic Motivation, Relationships with Adults

SED (10):
Tier 1 - 40%
Tier 2 - 30%
Tier 3 - 30%
Average Strengths - 3.0
Average Challenges - 3.4
Most Significant Strengths - School Bonding, Relationship with Peers, Emotion Control Most Significant Challenges - Critical Thinking, Reflection, Relationships with Adults

Hispanic (29):
Tier 1 - 37.9%
Tier 2 - 20.7%
Tier 3 - 41.4%
Average Strengths - 2.7
Average Challenges - 4.5
Most Significant Strengths - Emotion Control, Empathy, Relationship with Peers
Most Significant Challenges - Reflection, Academic Motivation, Learning Interest, Relationship with Adults

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 2024 PEAR Holistic Student Assessment (HSA) at JCS-Manzanita reveals several key learnings regarding student social-emotional development, areas of strength, and critical needs. Among the 85 students assessed in grades 4–12, the data indicates that a significant portion—35.3%—are in Tier 3, meaning they are experiencing high levels of challenge and may be approaching or in crisis. Only 31.8% of students are in Tier 1, suggesting that less than one-third are thriving. Overall, students exhibited strengths in emotion control and peer relationships, demonstrating emotional regulation and strong connections with peers. However, the data also highlights pressing challenges in areas such as academic motivation, reflection, learning interest, and relationships with adults. These findings suggest that many students are struggling to engage with their learning and to form meaningful, supportive relationships with school staff.

Disaggregated data by student group reveals further disparities. Students with disabilities (SwD) showed particularly high levels of need, with 40.7% in Tier 3 and the highest average number of challenges (4.8). While they demonstrated strengths in trust, emotion control, and school bonding, they faced notable difficulties with critical thinking, reflection, academic motivation, and adult relationships. Socioeconomically disadvantaged (SED) students presented a more balanced profile, with 40% in Tier 1 and only 30% in Tier 3. This group exhibited strong school bonding and peer relationships, yet still showed challenges in critical thinking, reflection, and connecting with adults. Hispanic students, however, had the highest proportion of students in Tier 3 (41.4%) and demonstrated significant challenges in academic motivation, learning interest, and relationships with adults, despite strengths in emotion control, empathy, and peer relationships.

Across all groups, relationships with adults consistently emerged as a challenge, pointing to a systemic need to strengthen student-staff connections through mentoring and trust-building practices. Additionally, low scores in academic motivation and learning interest suggest the need for more engaging, student-centered instructional strategies. The data also highlights underdeveloped cognitive skills such as reflection and critical thinking, which could be addressed through curriculum design and teaching practices that emphasize metacognition and inquiry. At the same time, strengths in peer relationships and emotion control offer a foundation to build upon, suggesting opportunities to incorporate more peer-based learning, social-emotional skill development, and collaborative experiences. Targeted interventions, especially for SwD and Hispanic students, are essential to ensure all students feel supported, connected, and motivated to learn.

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.

To effectively address the challenges identified in the Fall 2024 PEAR Holistic Student Assessment (HSA) data at JCS-Manzanita, the school will implement a range of targeted strategies across Tier 1 (universal), Tier 2 (targeted), and Tier 3 (intensive) levels. These actions are primarily reflected in LCAP Goal 3 and include the Leader in Me program, Positive Behavior Intervention for Success (PBIS), SEL professional development for staff, SEL support, and community resources for students and families (such as professional counselling and Care Solace), and Special Education services. The Leader in Me (LiM) program is an evidence-based model focused on leadership, culture, and academics that equips students, educators, and families with essential leadership and life skills, preparing them to excel. LiM includes staff training, curriculum materials, and teaching/learning resources.

Based on the results, the LEA has determined a critical area of need to be strengthening adult-student relationships, as this was a consistent challenge across all student groups. Implementing an advisory or mentoring program at the middle school academy, where each student is paired with a staff member for weekly check-ins, will serve to foster stronger personal connections. Additionally, strategies like Positive Greetings at the Door will be used to set a welcoming tone and improve daily interactions within all programs. For students requiring more support, Check-In/Check-Out systems can provide daily encouragement and accountability, while restorative conversations can help rebuild trust and resolve conflicts constructively.

To address the widespread issues of low academic motivation and learning interest, the school will seek to adopt more engaging instructional approaches. Project-based learning can increase relevance and ownership by connecting academics to real-world problems, while regular goal-setting and reflection routines can help students track progress and take greater responsibility for their learning. For students in Tiers 2 and 3, strategies such as individualized engagement plans through the SST and IEP processes can help identify personal drivers and re-engage them with school. Enhancing cognitive skills like critical thinking and reflection is also essential. Schoolwide implementation of thinking routines and student portfolios can promote metacognitive awareness and help students reflect meaningfully on their growth. For students needing more intensive support, small-group instruction and mini-lessons on executive functioning or the use of learning journals can build skills in planning, organizing, and self-assessment.

Additional Comments

Prompt 3 response (continued): Given the high needs identified among students with disabilities and Hispanic students, it is especially important to implement culturally responsive teaching practices and inclusive, universally designed social-emotional learning (SEL) opportunities. Professional development in these areas can ensure that all students feel seen, valued, and supported. Targeted SEL groups focused on confidence, self-advocacy, and adult relationship-building can be offered to these students, alongside stronger family-school partnerships through culturally relevant outreach and multilingual communication. Finally, the school will consider leveraging existing strengths in peer relationships and emotional regulation by launching peer mentorship programs and expanding collaborative learning opportunities. Peer support structures, such as lunch clubs or social skills groups, can increase belonging and help isolated students build meaningful connections. Collectively, these strategies aim to foster a more inclusive, engaging, and supportive school climate where all students can thrive.

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

56.3 science points

Increased 3.7 Points ▲

Number of Students: 37

African American

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: 0

English Learners

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Hispanic

No Performance Color

50.1 science points

Maintained 0.6%

Number of Students: 18

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: 3

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Socioeconomically Disadvantaged

No Performance Color

53.8 science points

Increased 6.4% ▲

Number of Students: 16

Students with Disabilities

No Performance Color

49.4 science points

Number of Students: 15

White

No Performance Color

63.1 science points

Number of Students: 11

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.

Current English Learners

Fewer than 11 students - data not displayed for privacy

Number of Students: 1

Recently Reclassified English Learners

Fewer than 11 students - data not displayed for privacy

Number of Students: 3

English Only

55.4 science points

Maintained 0.5 Points

Number of Students: 32

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.

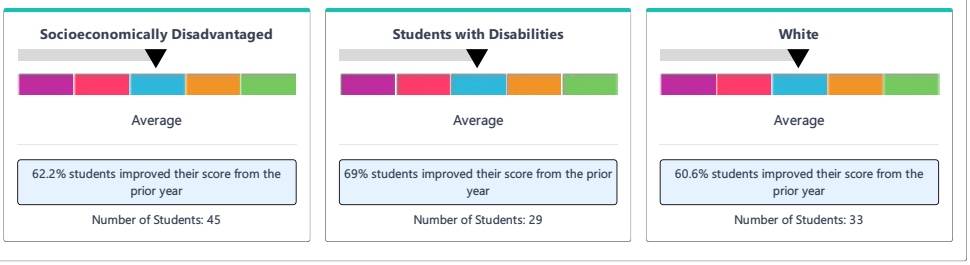
All Students

Average

66.7% students improved their score from the prior year

Number of Students: 87

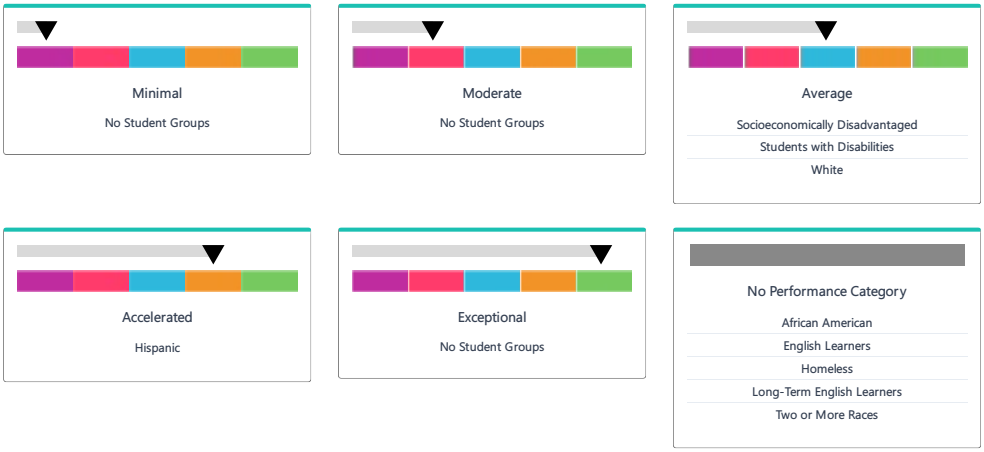
Explore Groups By Growth



Student Group Details (English Language Arts)

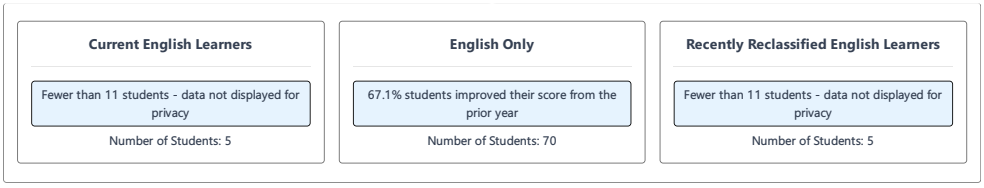
All Student Groups by Growth

9 Total Student Groups



Growth Data Comparison: English Learners

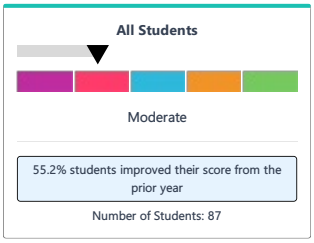
Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in Growth.



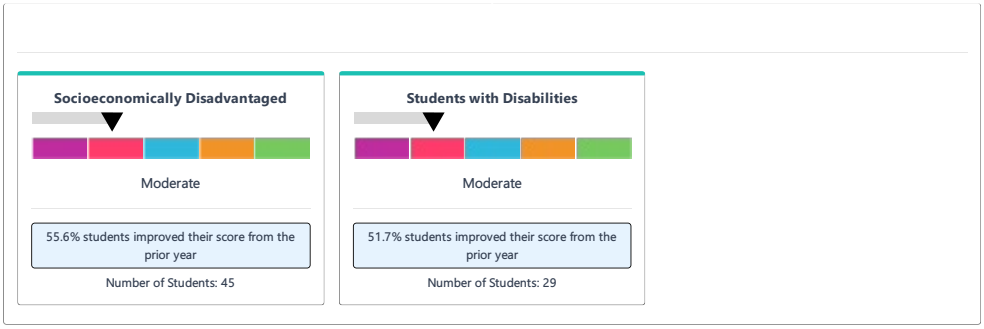
Mathematics Growth

All Students

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



Explore Groups By Growth



Student Group Details (Mathematics)

All Student Groups by Growth

9 Total Student Groups

Minimal

No Student Groups

Moderate

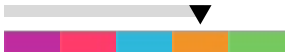
Socioeconomically Disadvantaged

Students with Disabilities

Average

Hispanic

White



Accelerated

No Student Groups

Exceptional

No Student Groups

No Performance Category

African American

English Learners

Homeless

Long-Term English Learners

Two or More Races

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.

Current English Learners	English Only	Recently Reclassified English Learners
Fewer than 11 students - data not displayed for privacy	54.3% students improved their score from the prior year	Fewer than 11 students - data not displayed for privacy
Number of Students: 5	Number of Students: 70	Number of Students: 5