SCHOOL PERFORMANCE OVERVIEW

JCS - Pine Valley

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

Chronic Absenteeism

Orange

Suspension Rate

Blue

English Learner Progress

No Performance Color

Graduation Rate

No Performance Color

College/Career

No Performance Color

English Language Arts

Yellow

Mathematics

Yellow

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

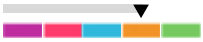
Explore the following data elements presented for informational purposes only. These data are not used for accountability determinations.

Science

Green

English Language Arts Growth

Average

Mathematics Growth

Accelerated

LEARN MORE
Teacher Assignments
68.8% Clear
Below the State Average

School Details

Optional Narrative Summary
Completed By JCS - Pine Valley

JCS-Pine Valley (JCS-PV)is an independent study TK-12 charter school sponsored by Mountain Empire Unified School District. JCS-PV serves approximately 150 students in San Diego and Imperial counties. JCS-PV is a hybrid program with some students in home study and others in an academy 3-4 days/week . Academy students are taught by credentialed teachers ~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 - Pine Valley

ADDRESS
28876 Old Highway 80
Pine Valley, CA 91962

WEBSITE
https://pinevalley.jcs-inc.org

GRADES SERVED
K-12

CHARTER
Yes

DASHBOARD ALTERNATIVE SCHOOLS STATUS
No

LCAP
Download the LCAP

JCS - PINE VALLEY

Student Population

Explore information about this school's student population.

Enrollment
184

Socioeconomically Disadvantaged
46.7%

English Learners
2.7%

Foster Youth
0%

JCS - PINE VALLEY

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE

English Language Arts

Yellow

18.3 points below standard

Increased 11.4 Points ▲

EQUITY REPORT
Number of Student Groups in Each Color

0	1	1	0	0
Red	Orange	Yellow	Green	Blue

LEARN MORE

Mathematics

Yellow

56.1 points below standard

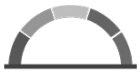
Increased 6 Points ▲

EQUITY REPORT
Number of Student Groups in Each Color

0	0	2	0	0
Red	Orange	Yellow	Green	Blue

LEARN MORE

English Learner Progress

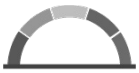


No Performance Color

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 - PINE VALLEY

Academic Engagement

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

LEARN MORE

Chronic Absenteeism

Orange

10.9% chronically absent

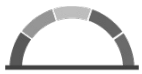
Increased 6.1% ▲

EQUITY REPORT
Number of Student Groups in Each Color

0	3	0	0	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 - PINE VALLEY

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 - PINE VALLEY

Informational Purposes

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

LEARN MORE

Science

Green

54.5 science points

Increased 2.1 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

65.7% students improved their score from the prior year

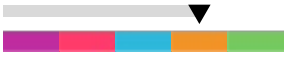
EQUITY REPORT

Number of Student Groups in Each Growth Category

0	1	1	2	0
Minimal	Moderate	Average	Accelerated	Exceptional

LEARN MORE

Mathematics Growth



Accelerated

64.2% students improved their score from the prior year

EQUITY REPORT

Number of Student Groups in Each Growth Category

0	1	2	1	0
Minimal	Moderate	Average	Accelerated	Exceptional

Academic Performance

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

English Language Arts

All Students

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

All Students

Yellow

18.3 points below standard

Increased 11.4 Points ▲

Number of Students: 89

Student Group Details

All Student Groups by Performance Level

11 Total Student Groups

Red

No Student Groups

Orange

Socioeconomically Disadvantaged

Yellow

White

Green

No Student Groups

Blue

No Student Groups

No Performance Color

American Indian

Asian

English Learners

Filipino

Hispanic

Homeless

Long-Term English Learners

Two or More Races

Students with Disabilities

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

English Learners

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Hispanic

No Performance Color

34.7 points below standard

Increased 30.9 Points ▲

Number of Students: 24

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Long-Term English Learners

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Students with Disabilities

No Performance Color

66.5 points below standard

Increased 48.3 Points ▲

Number of Students: 21

Socioeconomically Disadvantaged

Orange

50.9 points below standard

Declined 6.5 Points ▼

Number of Students: 44

White

Yellow

16.6 points below standard

Increased 7.4 Points ▲

Number of Students: 58

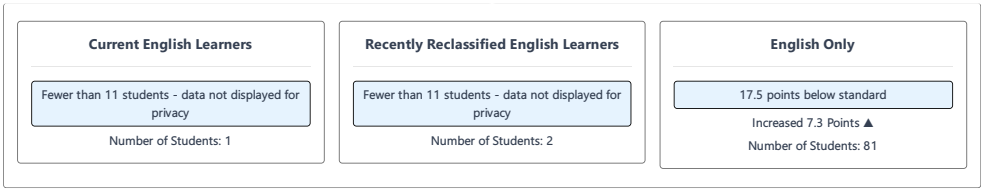
Distance From Standard (English Language Arts)

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	13.2 points below standard	7.3 points below standard	24 points below standard	29.7 points below standard	18.3 points below standard

English Language Arts Data Comparisons: English Learners

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



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

Yellow

56.1 points below standard

Increased 6 Points ▲

Number of Students: 89

Student Group Details

All Student Groups by Performance Level

11 Total Student Groups

Red

No Student Groups

Orange

No Student Groups

Yellow

Socioeconomically Disadvantaged

White

Green

No Student Groups

Blue

No Student Groups

No Performance Color

American Indian

Asian

English Learners

Filipino

Hispanic

Homeless

Long-Term English Learners

Two or More Races

Students with Disabilities

○ ○ ● ○ ○ ○

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Asian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

English Learners

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Hispanic

No Performance Color

87 points below standard

Increased 14.2 Points ▲

Number of Students: 24

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Long-Term English Learners

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Students with Disabilities

No Performance Color

115.8 points below standard

Increased 66.5 Points ▲

Number of Students: 21

Socioeconomically Disadvantaged

Yellow

68.8 points below standard

Increased 5.8 Points ▲

Number of Students: 44

White

Yellow

49.3 points below standard

Increased 6.5 Points ▲

Number of Students: 58

Distance From Standard (Mathematics)

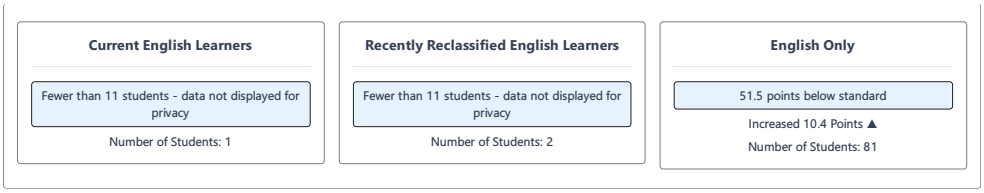
Distance from Standard measures how far, on average, students are from the lowest possible score for Level 3/Proficient. The Smarter Balanced Consortium has identified Level 3/Proficient as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at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

2019	2022	2023	2024	2025

	2019	2022	2023	2024	2025
All Students	53.5 points below standard	48.4 points below standard	52.2 points below standard	62.1 points below standard	56.1 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: 4

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: 4

Long-Term English Learners

No Performance Color

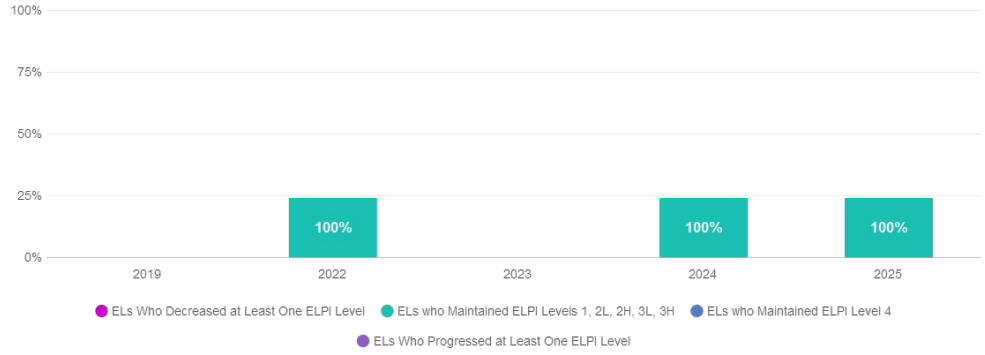
Less than 11 students - data not displayed for privacy

Number of Students: 2

Student English Language Acquisition Results

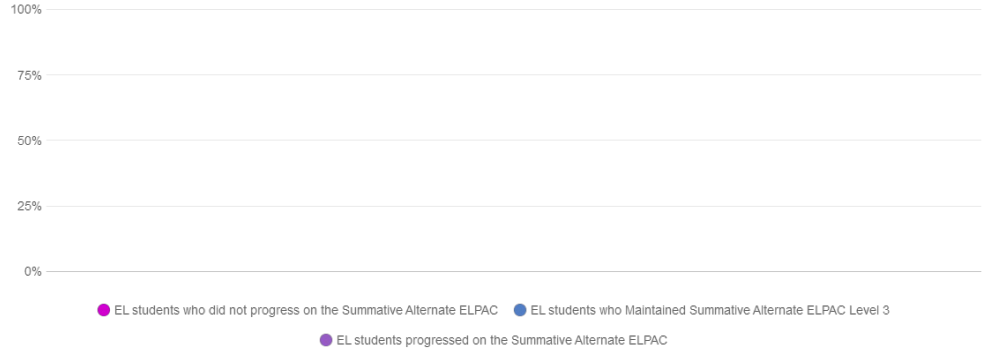
Summative ELPAC

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: 10

Student Group Details

All Student Groups by Performance Level

6 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

American Indian

Hispanic

Two or More Races

Socioeconomically Disadvantaged

Students with Disabilities

White

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Hispanic

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: 1

Socioeconomically Disadvantaged

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Students with Disabilities

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

College/Career

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

	Class of 2023
Not Prepared	61.5%
Approaching Prepared	30.8%
Prepared	7.7%

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
3 Initial Implementation

History - Social Science
3 Initial 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)
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

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
4 Full Implementation

Visual and Performing Arts
4 Full Implementation

World Language
3 Initial Implementation

Engagement of School Leadership

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

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

Identifying the professional learning needs of individual teachers
4 Full Implementation

4	Full Implementation

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

4	Full Implementation

Additional Comments

The LEA has adopted NGSS Science curriculum. ELD students have curricula aligned to the ELD standards, and all students saw growth this year. Partnerships with Educational Enrichment Partners and sister schools help to implement CTE, Health, P.E., VAPA, and World Language standards appropriate and sustainable for the LEA. Staff are provided with collaborative time to plan interdisciplinary projects and make instructional materials aligned to the newly adopted standards. The LEA pays for teacher induction. Annually, the school focuses on teaching and learning goals appropriate for the collective community of educators and students, and we grow together in a PLC format. Individual teachers also write SMART goals to address their personal and professional learning needs. Increasing the capacity to provide support for teachers to meet standards through professional learning plans (PIPs) is ongoing.

We asked staff for feedback on how the LEA could improve its ability to implement state academic standards. They stated that there is also a critical need for updated curriculum materials, particularly in K–8 social studies, where some textbooks are as much as 26 years old. Additionally, staff say they would benefit from refreshed training on academic standards, especially as new transitional kindergarten (TK) standards are introduced, including time to review and align resources such as School Pathways to the updated Preschool Through Kindergarten Learning Foundations (PTKLF).

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=37682130138636&year=2024-25

All Students

Orange

10.9% chronically absent

Increased 6.1% ▲

Number of Students: 138

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

American Indian

English Learners

Filipino

Homeless

Long-Term English Learners

Two or More Races

Students with Disabilities

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

English Learners

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Long-Term English Learners

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Two or More Races

No Performance Color

33.3% chronically absent

Increased 17.9% ▲

Number of Students: 12

Students with Disabilities

No Performance Color

18.5% chronically absent

Increased 11.1% ▲

Number of Students: 27

Hispanic

Orange

18.2% chronically absent

Increased 6.4% ▲

Number of Students: 33

Socioeconomically Disadvantaged

Orange

17.1% chronically absent

Increased 8.6% ▲

Number of Students: 70

White

Orange

5.6% chronically absent

Increased 4.5% ▲

Number of Students: 90

Chronic Absenteeism By Year

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

	2019	2022	2023	2024	2025
Chronic Absenteeism	7.1%	2.6%	4.3%	4.8%	10.9%

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: 10

Student Group Details

All Student Groups by Performance Level

6 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

American Indian

Hispanic

Two or More Races

Socioeconomically Disadvantaged

Students with Disabilities

White

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Hispanic

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: 1

Socioeconomically Disadvantaged

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Students with Disabilities

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

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-Pine Valley. 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.

Barriers preventing students from accessing coursework, programs, and services include limited course offerings at the high school level due to having only one teacher per subject, making it difficult to provide a wide range of or advanced classes, which can leave higher-achieving students under-challenged. Internet connectivity is also a significant barrier, especially in rural areas where JCS-provided hotspots, like those using T-Mobile, are ineffective and incompatible with local service availability, creating inequities in student access. Additionally, not all students thrive with the current JCS high school Canvas-based curriculum, highlighting the need for alternative programs with varied levels of rigor and delivery formats. Some staff members also note that their own lack of training or experience can impact instructional access, though efforts are being made to address this through self-initiated professional development. Some families face barriers that limit their students' access to coursework, programs, and services. These obstacles may include scheduling conflicts, limited communication, high costs for certain activities, or a lack of individualized support. Addressing these potential barriers could help ensure all students have equitable opportunities to engage fully with their education.

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. The LEA plans to improve student access to coursework, programs, and services by providing hotspots that are more compatible with the service providers available in students' local areas to ensure equitable internet access, especially in rural regions. Expanding the variety of curriculum options for high school core classes is also recommended to better meet diverse learning needs. Additionally, offering more training for staff in special education is emphasized, given the high number of students with IEPs and 504 plans. The LEA is also committed to expanding College and Career Readiness opportunities that increase accessibility for all students to prepare for post-secondary experiences. Dual enrollment opportunities began in 2020-21 and are being expanded yearly. A wider range of A-G and CTE 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. Ongoing reflection and adaptability are necessary to remove barriers for students in such a unique and rural environment.

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: 210

Student Group Details

All Student Groups by Performance Level

11 Total Student Groups

Red

No Student Groups

Orange

No Student Groups

Yellow

No Student Groups

Green

No Student Groups

Blue

Hispanic

Socioeconomically Disadvantaged

Students with Disabilities

White

No Performance Color

American Indian

Asian

English Learners

Filipino

Homeless

Long-Term English Learners

Two or More Races

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

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: 7

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Long-Term English Learners

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Two or More Races

No Performance Color

0% suspended at least one day

Maintained 0%

Number of Students: 20

Hispanic

Blue

0% suspended at least one day

Maintained 0%

Number of Students: 58

Socioeconomically Disadvantaged

Blue

0% suspended at least one day

Maintained 0%

Number of Students: 108

Students with Disabilities

Blue

0% suspended at least one day

Maintained 0%

Number of Students: 44

White

Blue

0% suspended at least one day

Maintained 0%

Number of Students: 127

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	10.66	68.8%	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=37682130138636&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

STANDARD MET

Parent and Family Engagement

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

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

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

Full Implementation

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

Full Implementation

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

Full Implementation

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

Full Implementation

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

The LEA partners with parents to build relationships focused on the support and success of students. This is a core strength of the school, with personalized education being at the center. The LEA cares 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 phone calls, emails, text messages, in-person conversations, and meetings.

The LEA asked parents and staff for feedback on current strengths and progress in Building Relationships Between School Staff and Families. Parents shared that JCS-Pine Valley demonstrates this through caring, supportive teachers and Educational Facilitators (EFs) who are welcoming, accessible, and committed to student success. Staff shared that strong, ongoing communication between staff and families has fostered a tight-knit community where parents feel welcomed and comfortable engaging with educators.

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.

The LEA recognizes that attendance at school events is an area for improvement in Building Relationships Between School Staff and Families. Additionally, the LEA could improve relationships and engagement with families by enhancing communication and accessibility. Parents provided feedback that updating and simplifying the online calendar would help families stay informed about upcoming events. Another common suggestion from parents for improving relationships among the LEA was more opportunities to socialize with the community and build quality relationships that would result in higher retention from year to year.

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 student-led goal- setting conferences, conferences throughout the year, and project week presentations of learning. School staff have found that engaging with underrepresented families through in-person conversations at pick-up/drop-off, personal phone calls, and personal emails is most effective. One way the LEA can improve the engagement of underrepresented families is by ensuring class sizes at the Academy remain small so that personalized attention can be given to all students, based on need. The LEA will also support teachers in identifying underrepresented students and increasing strategies to engage their families. For the EL home study population, the LEA will designate an Educational Facilitator (EF) with specialized skills and experience in working with EL families to support this population of students with the intent that a specialized EF will be able to use their skills and experiences to build deep relationships with EL students and families and increase engagement and student support. This action is reflected in Goal 3 of the current LCAP. When language is a barrier between the school and the parent, the school will utilize bilingual features of communication channels (ParentSquare, Google Docs, etc.) and Spanish-speaking members of our school staff to translate when possible.

Staff recommend organizing casual community-building events like family nights, barbecues, or picnics to foster stronger relationships. For homeschool families, targeted outreach, such as connecting during field trip check-ins, could provide meaningful relationship-building and engagement opportunities.

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 SEL/culture-enhancing programs such as Leader in Me (LiM) and Positive Behavior Interventions for Success (PBIS). The staff regularly met 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. The school provides the capacity for teachers to partner with families through a hybrid model, where teachers can personalize communication with families up to four days per week, or a home study model where teachers meet individually with families once every 20 days. The LEA also provides high-quality resources for learning and development in the home.

When asked about the LEA's strengths in Building Partnership for Student Outcomes, families cited their appreciation for teacher flexibility, allowing students to learn at their own pace and assisting when needed. Staff state that parents are encouraged to speak directly with staff as needed, creating a supportive and open environment, focused on student outcomes. Overall, both groups believe the school fosters a positive, collaborative environment that supports partnership and engagement between staff and families.

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 school can focus on continuing to improve and update resources to support student learning at home; this is an ongoing focus, especially in the 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, staff recognize the need for rigorous curriculum options that are more engaging and closely aligned to standards of learning.

When asked about the LEA's areas for improvement in Building Partnership for Student Outcomes, parents cited that communication remains an area for improvement because current communication practices lack consistency and effectiveness. They also expressed a need for more proactive outreach from teachers or administrators when students fall behind academically. Specifically, some parents have observed that while LEAP teachers are highly valued and appreciated, increased support for them and their facilities is encouraged. Parents would also like academic counselors to be more welcoming and available for one-on-one guidance, rather than just distributing information. Staff shared that increased collaboration through weekly meetings among grade-level or subject-level teams and whole-school gatherings would result in improved partnerships for student outcomes. For instance, after- school events and parent-teacher conferences provide additional opportunities for families to engage with staff and support their children's learning. Parents and staff believe these improvements would strengthen partnerships and support student success.

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

The LEA can improve the engagement of underrepresented families by maintaining small class and roster sizes so teachers have a larger capacity for personalizing education. We will improve the access for hot spots so this is not a barrier to accessing learning materials for underrepresented families. Additionally, 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 and non-traditional homeschoolers. School leaders 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.

To enhance parental involvement and family engagement with underrepresented families, staff suggest increasing the role of the Parent Volunteer Association (PVA) in community events and organizing consistent, inclusive outreach activities such as monthly school events. These could include simple, engaging activities like social hours, family games, after-school running clubs, or book clubs. Hosting student-led conferences or learning showcases could help families stay connected to their child's progress, especially since the school lacks clubs and sports that typically bring families together.

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

Full Implementation

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

Full Implementation

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

Full Implementation

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

Full Implementation

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

The school has regularly scheduled School Site Council meetings composed of parents, classified staff, and certificated staff. During these meetings, participants provide input on policies and programs and have a voice in their development. The school actively recruits participants in our School Site Council and promotes meetings, including meetings of the JCS-Inc. Board of Directors, for the public to attend. The school actively engages the whole community by surveying all partners.

When asked about the LEA's strengths in Seeking Input for Decision-Making, staff state that structures like the School Site Council provide an effective platform for parents to share ideas and concerns, further enhancing collaboration. Additionally, initiatives like Round Robin sessions help build meaningful relationships between teachers, parents, and students by encouraging shared participation in the educational process. Staff also proactively support parent engagement through consistent email communication.

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.

When asked about areas where the LEA could improve in Seeking Input for Decision-Making, there is a growing awareness from staff that families are seeking more competitive offerings in student funding compared to other charter schools. They would like to see this more openly addressed in decision-making forums and believe that if the LEA changed its practices, there would be an improvement in family engagement and satisfaction. Even though participation is low, staff believe the school actively encourages families to participate in open forums that aim to influence school decision-making, such as School Site Council, Soda with the Sup, Feedback Surveys, and one-on-one meetings with leadership.

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 include underrepresented families, the LEA will provide transportation if needed and offer childcare and virtual options. The LEA will also build the capacity for regular support check-ins for the ELs and Homeless/Foster Youth population. 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. Spanish-speaking members of the school staff to translate will also be utilized, when possible. Teachers will identify individuals on their rosters who represent marginalized populations and increase communication with them. The school principal will recruit School Site Council members who represent underrepresented students, including students with disabilities, low-income students, and English language learners.

STANDARD MET

Local Climate Survey

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

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

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

Local Climate Survey Summary

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

The school administered PEAR's Holistic Student Assessment (HSA) to all students in 4th-12th grade in Fall 2024. The HSA is a data-driven tool to promote social-emotional development in young people. The HSA has 14 scales, grouped into three domains: resiliencies, relationships, and learning and school engagement. Altogether, 80 surveys were completed by the students of JCS-Pine Valley.

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 (80):
Tier 1 - 28.8%
Tier 2 - 37.5%
Tier 3 - 33.8%
Average Strengths - 1.9
Average Challenges - 3.9
Most Significant Strengths - Emotion Control, Action Orientation, School Bonding Most Significant Challenges - Learning Interest, Reflection

SwD (9):
Tier 1 - 44.4%
Tier 2 - 22.2%
Tier 3 - 33.3%
Average Strengths - 2.0
Average Challenges - 3.2
Most Significant Strengths - Action Orientation, Empathy, Reflection Most Significant Challenges - Academic Motivation, Learning Interest

SED (6):
Tier 1 - 33.3%
Tier 2 - 33.3%
Tier 3 - 33.3%
Average Strengths - 1.5
Average Challenges - 3.3
Most Significant Strengths - Empathy, School Bonding Most Significant Challenges - Assertiveness

Hispanic (15):
Tier 1 - 6.7%
Tier 2 - 33.3%
Tier 3 - 60%
Average Strengths - 0.6
Average Challenges - 5.9
Most Significant Strengths - Empathy
Most Significant Challenges - Assertiveness, Reflection

Home Study (28):
Tier 1 - 50%
Tier 2 - 28.6%
Tier 3 - 21.4%
Average Strengths - 2.9
Average Challenges - 2.7
Most Significant Strengths - Empathy, School Bonding
Most Significant Challenges - Optimism, Assertiveness, Reflection

Academy (52):
Tier 1 - 17.3%
Tier 2 - 42.3%
Tier 3 - 40.4%
Average Strengths - 1.3
Average Challenges - 4.5
Most Significant Strengths - Action Orientation, Relationship with Peers Most Significant Challenges - Learning Interest, Reflection, Empathy

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 Fall 2024 administration of the PEAR Holistic Student Assessment (HSA) at JCS-Pine Valley revealed important insights into the social-emotional development and school engagement of students in grades 4–12. Schoolwide results showed that only 28.8% of students were thriving (Tier 1), while 37.5% were in Tier 2, and 33.8% were in Tier 3, indicating a concerning percentage of students facing serious challenges. While notable strengths included emotion control, action orientation, and school bonding, significant challenges emerged in learning interest and reflection, suggesting a need to strengthen student engagement and metacognitive skills.

When disaggregated, the data highlighted both strengths and areas of concern within specific student groups. Students with Disabilities (SwD) had the highest percentage of students in Tier 1 (44.4%) and showed strengths in action orientation, empathy, and reflection. However, they still struggled with academic motivation and learning interest, indicating a gap between emotional resilience and academic engagement. Low Income students (SED) showed a balanced distribution across tiers, with strengths in empathy and school bonding, but challenges in assertiveness, an area that may hinder their ability to self-advocate and participate fully in the learning environment.

Hispanic students emerged as the highest-risk group, with 60% in Tier 3, an extremely low average number of strengths (0.6), and high levels of challenge (5.9). Their greatest strength was empathy, while assertiveness and reflection were significant areas of concern. This suggests an urgent need for culturally responsive supports and interventions that foster student voice and identity development. Home Study students were the most positively represented group, with 50% in Tier 1 and higher averages of strengths than challenges. Their challenges, however, centered on optimism, assertiveness, and reflection—indicating that even thriving students may need support in developing confidence and a growth mindset.

Academy students represented the second-highest-risk group, with 40.4% in Tier 3 and a low average of strengths (1.3) compared to challenges (4.5). Although these students demonstrated strengths in action orientation and peer relationships, they faced major challenges in learning interest, reflection, and empathy. This points to a need for increased emphasis on motivation, critical thinking, and social-emotional awareness within this learning pathway.

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.

Overall, the HSA results suggest several key areas of need for the school. Most notably, widespread challenges in learning interest and reflection across student groups point to the importance of incorporating strategies that promote student engagement, autonomy, and metacognition. Low levels of assertiveness—especially among SED and Hispanic students—highlight the need for intentional instruction in self-advocacy and leadership skills. Additionally, with more than 70% of students in Tier 2 or Tier 3, there is a clear need for a robust multi-tiered system of support that includes schoolwide SEL instruction, targeted small group interventions, and individualized support for students in crisis.

Strengths such as emotion regulation, empathy, school bonding, and peer relationships can be leveraged to support school culture and student development. The data calls for a strategic, equity-focused approach to SEL implementation, including culturally responsive teaching, trauma-informed practices, and consistent progress monitoring. Continued work with the Leader in Me program (LiM) and Positive Behavior Interventions for Success (PBIS) is incorporated into Goal 3 of the LEA's LCAP. LiM is an evidence-based model focused on leadership, culture, and academics that equips students, educators, and families with essential leadership and life skills, preparing them to excel. This includes staff training, curriculum materials, and teaching/learning resources.

As a next step, school leadership and staff will prioritize targeted SEL programming, invest in professional development, and prepare to reassess growth during the fall 2025 HSA window. The school will continue to use the results of the HSA to identify students in need of Tier 3 support (intensive specialized interventions) and create action plans to address individualized challenges, including, but not limited to, Student Success Team (SST), small group mini-lessons, and counseling support. etc. Additionally, the counseling staff will continue to support aligning SEL lessons and activities to the HSA scales so school communities can target challenge areas with whole-group teaching and learning.

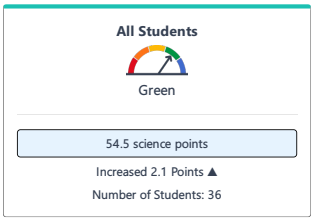
Informational Purposes

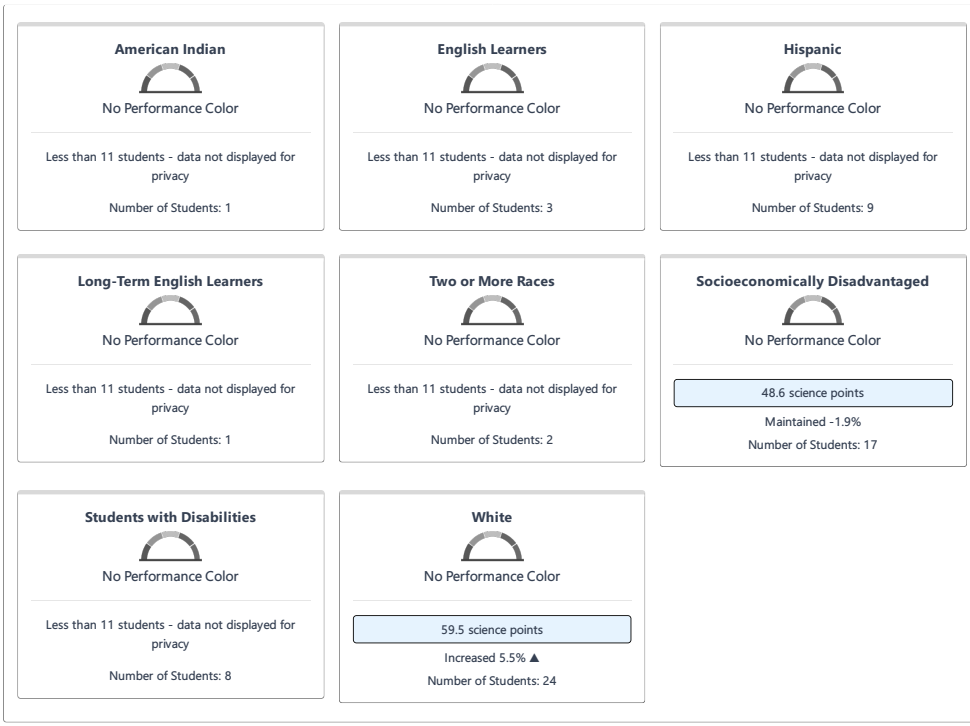
Explore additional information.

Science

All Students

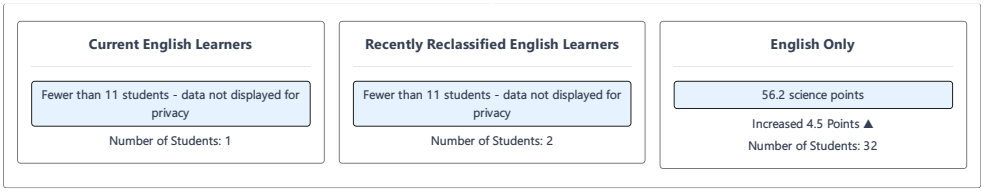
Explore how well students are meeting proficiency standards on the Science assessment. This measure is based on student performance on either the California Science Test (CAST) or the California Alternate Assessment for Science, which is taken annually by students in grades 5, 8 and once during high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





Science Data Comparisons: English Learners

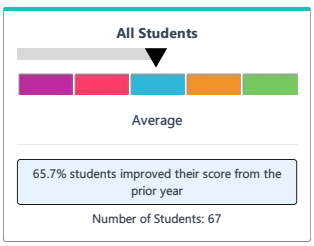
Additional information on science points for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in Science.



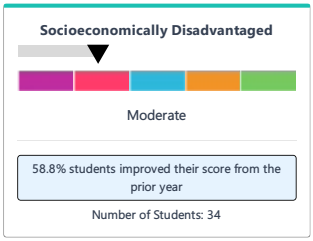
English Language Arts Growth

All Students

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



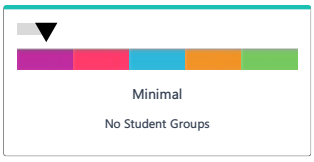
Explore Groups By Growth

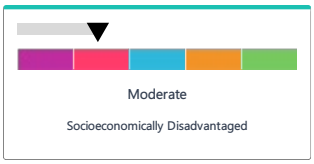


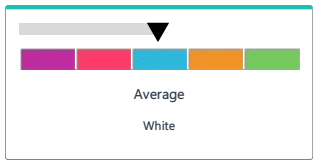
Student Group Details (English Language Arts)

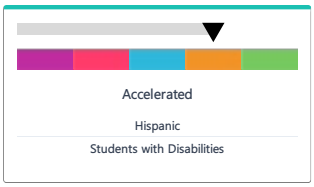
All Student Groups by Growth

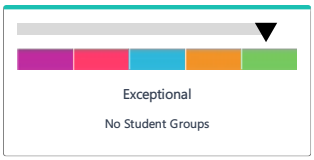
10 Total Student Groups

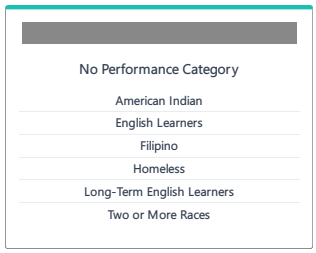






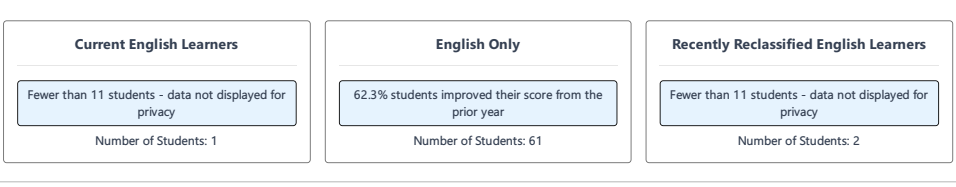






Growth Data Comparison: English Learners

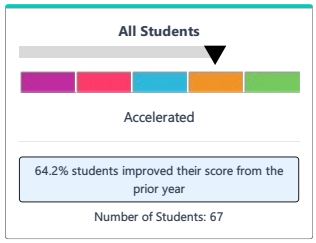
Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in Growth.



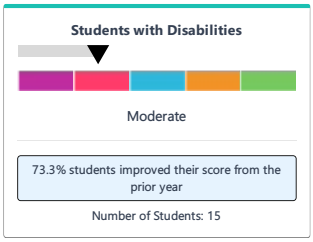
Mathematics Growth

All Students

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



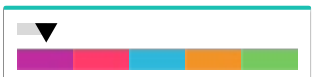
Explore Groups By Growth

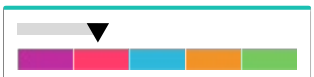


Student Group Details (Mathematics)

All Student Groups by Growth

10 Total Student Groups





Minimal

No Student Groups

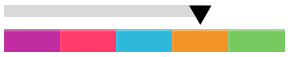
Moderate

Students with Disabilities

Average

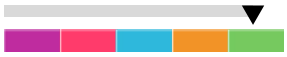
Hispanic

Socioeconomically Disadvantaged



Accelerated

White



Exceptional

No Student Groups

No Performance Category

American Indian

English Learners

Filipino

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

Fewer than 11 students - data not displayed for privacy

Number of Students: 1

English Only

60.7% students improved their score from the prior year

Number of Students: 61

Recently Reclassified English Learners

Fewer than 11 students - data not displayed for privacy

Number of Students: 2