



## Annual Update for Developing the 2021-22 Local Control and Accountability Plan

### Annual Update for the 2019–20 Local Control and Accountability Plan Year

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The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

Academic achievement

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                          Priority 2: State Standards (Conditions of Learning)  
                          Priority 3: Parental Involvement (Engagement)  
                          Priority 4: Pupil Achievement (Pupil Outcomes)  
                          Priority 7: Course Access (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b></p> <p>1: CAASPP: The percentage of students who have met/exceeded standard for both ELA and Math.</p> <p>2: CAASPP: The percentage of Students with Disabilities (SwD) who have met/exceeded standard for both ELA and Math.</p> <p>3: % of students being served in Tier 1 and Tier 2 who have successfully meet benchmark goals.</p> <p>4. % of students in each grade 3-8 who have mastered Common Core math standards addressed on aligned benchmark assessments.</p> <p>5. % of all credentialed teachers who have a CLAD certificate.</p>	<p>In the 19-20 school year, CAASPP was suspended due to the pandemic and school closures. In both Fall 19-20 and Fall 20-21 students in grades 2-12 were assessed using NWEA MAP, our local assessment, for both math and reading. This data is the closest data we can use to measure growth in reading and math.</p> <p>1. ALL STUDENTS</p> <p>ELA: % of students who met/exceeded standards for reading on NWEA MAP was 75%. The % of students who met their growth targets from 19-20 to 20-21 was 60%.</p> <p>MATH: % of students who met/exceeded standards for math on NWEA MAP was 69%. The % of students who met their growth targets from 19-20 to 20-21 was 62%.</p> <p>2. SWD</p>

Expected	Actual
<p><b>19-20</b> 1: ELA will be 57%, Math will be 37%.</p> <p>2: 2% over baseline</p> <p>3: &gt;75% of students being served in Tier 1 AND Tier 2 will successfully meet benchmark goals.</p> <p>4. &gt;70% of students in each grade 3-8 will master Common Core math standards addressed on aligned benchmark assessments.</p> <p>5. 90%</p> <p><b>Baseline</b> 1. All students who have met/exceeded for ELA in 2017-18: 53% All students who have met/exceeded for Math in 2017-18: 33%.</p> <p>2. Baseline data to be established with 2018- 19 data.</p> <p>3. All Tier 1 students made significant progress on their benchmark assessments. There were no students in Tier 2.</p> <p>4. On average 72% of students in grades 3-8 mastered CC math standards on benchmark assessments, but not in each grade level.</p> <p>5. 80% of teachers have CLAD certification.</p>	<p>ELA: % of students who met/exceeded standards for reading on NWEA MAP was 45%. The % of students who met their growth targets from 19-20 to 20-21 was 62%.</p> <p>MATH: % of students who met/exceeded standards for math on NWEA MAP was 29%. The % of students who met their growth targets from 19-20 to 20-21 was 62%.</p> <p>3. This data was hard to track because different measures were used by different teachers for goals. For 21-22 a list of students will be gathered and their growth on MAP will be used as an indicator.</p> <p>4. In 2019-20 we opted to use NWEA MAP to monitor student growth on math standards. 51% of students in grades 3-8 met growth targets on NWEA MAP from Fall 2019 to Winter 2020.</p> <p>5. 93% of teachers have CLAD certification.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1. Assist teachers in finding coursework/test to obtain CLAD certificate.</p> <p>2. Screen and require all new teacher candidates to hold a CLAD</p>	<p>Resource 0000 5000-5999: Services And Other Operating Expenditures \$9000</p>	<p>Resource 0000 5000-5999: Services And Other Operating Expenditures \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>certificate before employment is offered.</p> <p>3. Provide coordinator for EL to identify, track and coordinate related services such as:</p> <ul style="list-style-type: none"> <li>• Coordinate implementation of designated ELD instruction.</li> <li>• Coordinate training for teachers with EL students</li> <li>• Provide additional training to staff in relation to ELD standards/curriculum and how to implement it in conjunction with the CCSS for ELA.</li> </ul>	<p>Resource 0000 1000-1999: Certificated Personnel Salaries \$8097.36</p>	<p>Resource 0000 1000-1999: Certificated Personnel Salaries \$8097.36</p>
<p>1. Identify students in need of Tier 1 and Tier 2 intervention:</p> <ul style="list-style-type: none"> <li>• Assess all students in grades 2-11 using MAP as a Universal Screening tool.</li> <li>• Continue to assess all students in grades K-1 using K Readiness Assessment and DIBELS as Universal Screening tool.</li> </ul> <p>2. Provide 1.0 FTE for Safety Net teacher to:</p> <ul style="list-style-type: none"> <li>• Implement Tier 1 and Tier 2 Intervention.</li> <li>• Assess students using DIBELS as benchmark assessment.</li> </ul> <p>3. Provide ongoing professional development to Safety Net and SPED staff in Tier 2 and Tier 3 intervention curriculums.</p> <p>4. Purchase Achieve 3000 for monitoring student progress and intervention.</p>	<p>Resource 0000 5000-5999: Services And Other Operating Expenditures \$17,687.50</p> <p>Resource 0000 1000-1999: Certificated Personnel Salaries \$46,000</p> <p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$1000</p>	<p>Resource 0000 5000-5999: Services And Other Operating Expenditures \$17,687.50</p> <p>Resource 0000 1000-1999: Certificated Personnel Salaries \$46,000</p> <p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$3860</p>
<p>1. Provide ongoing professional development for all teachers in Common Core Mathematics and ELA instruction.</p> <p>2. Contract with Math Coach to:</p> <ul style="list-style-type: none"> <li>• Monitor the use of adopted curriculum and assessments</li> <li>• Assist in the creation of at least one workshop for home study parents on math instruction</li> </ul>	<p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$7500</p> <p>Resource 0000 5000-5999: Services And Other Operating Expenditures \$19,000</p>	<p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$18,350</p> <p>Resource 0000 5000-5999: Services And Other Operating Expenditures \$19,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> <li>Assist teachers in analyzing data of common assessments implemented twice a year.</li> </ul> <p>3. Ensure that any new teachers complete years 1-2 of their Induction Program by funding the induction plan and providing continuous support through Reflective Coaches through RCOE.</p> <p>4. Continue ST Math with K-5 homestudy and academy students as needed for intervention. Monitor progress on CAASPP scores as an indicator of success.</p> <p>5. Replenish Common Core materials, including new selections, to ensure all students are using CCSS- aligned math and ELA curriculum.</p> <p>6. Provide training to teachers to properly implement new curriculum.</p> <p>7. Provide parent training in Canvas, the Portal and ParentSquare to increase parent access to resources, assignments, and scores to support student learning at home.</p>	<p>Resource 0000 1000-1999: Certificated Personnel Salaries \$27,168</p> <p>Resource 0000 4000-4999: Books And Supplies \$6,000</p>	<p>Resource 0000 1000-1999: Certificated Personnel Salaries \$27,168</p> <p>Resource 0000 4000-4999: Books And Supplies \$30,000</p>
<p>1. Collaborate with the SELPA to ensure progress towards LCAP goals, actions and services.</p> <p>2. Attend professional development opportunities and other learning activities provided by the SELPA which may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>Disproportionality (i.e. disproportionate representation of specific groups identified as having a disability, or being suspended, etc.)</li> <li>Response to Intervention</li> <li>Instructional strategies</li> <li>Serving students in independent study</li> <li>Performance Indicator Process</li> </ul>	<p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$250</p>	<p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$0</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Additional funds were spent for induction of teachers because we had more new teachers that originally budgeted for. Additional funds were spent to replenish Common Core materials, including consumables for students. SPED training for EI Dorado was free.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We built upon our intervention program to make our Rtl process in literacy more accessible to all students. We continued with ST Math and piloted Achieve 3000. We also implemented and provided development on new common core curriculum, like Wonders. Challenges were due to the pandemic which moved all intervention to a virtual environment.

## Goal 2

### College & Career Readiness

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 3: Parental Involvement (Engagement)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)
- Local Priorities:
- Creating lifelong learners

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b></p> <p>1: % students successfully completing “a-g” requirements.</p> <p>2: % of 8th grade students taking PSAT, establishing a College Board account, and receiving a personalized SAT preparation plan through Khan Academy.</p> <p>3: % of high school students successfully completing a Dual Enrollment semester course.</p> <p>4. % of 11th grade students Conditionally Ready or Ready for college in ELA and Math on the Early Assessment Program (EAP).</p> <p>5. % of graduates considered "Prepared" for college/career on the LCFF indicator.</p> <p>6. % 9th grade students enrolled in Transitional Math with &gt;70%.</p> <p>7. % students with Personalized Learning Plan.</p>	<p>1. 18% of seniors successfully completed a-g.</p> <p>2. 55% completed PSAT</p> <p>3. 6% of high school students successfully completed a dual enrollment semester course.</p> <p>4. ELA: 27% Prepared. Math: 14% Prepared</p> <p>5. No available data due to the suspension of the CA School Dashboard. However we can calculate data that results in the indicator. In addition to the a-g requirements met we had 11% of students completed college course credits. AP testing was suspended in 2020 due to the pandemic. No students completed any of the other measures (CTE, IB, State Seal of Biliteracy or Military Science).</p> <p>6. 79% of 9th graders completed Transitional Math with &gt;70%.</p> <p>7. 0%</p>



Expected	Actual
<p><b>19-20</b></p> <ol style="list-style-type: none"> <li>1. 2% increase over 2018-19.</li> <li>2. 100%</li> <li>3. Baseline to be established with 2019- 20 data.</li> <li>4. ELA: 24% and Math: 24%</li> <li>5. 2% increase over 2018-2019 data</li> <li>6. 100%</li> <li>7. 50%</li> </ol> <p><b>Baseline</b></p> <ol style="list-style-type: none"> <li>1. 18%</li> <li>2. 100%</li> <li>3. Baseline to be established with 2019- 20 data.</li> <li>4. Approximately 20% of the 2017-18 11th graders were considered Conditionally Ready or Ready.</li> <li>5. Baseline to be established with 2018- 19 data.</li> <li>6. 80% of 9th graders passed with &gt;70%.</li> <li>7. 0%</li> </ol>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1. Fund services to support college/career readiness in grades 8 and higher:</p> <ul style="list-style-type: none"> <li>Materials/online subscriptions for a-g</li> <li>Seek out ways to offer various pathways for CTE completion</li> </ul> <p>Participation in PSAT for all 8th graders along with any 9th grader who didn't take it in 8th grade</p> <ul style="list-style-type: none"> <li>Attend conference to learn more about Dual Enrollment opportunities for meeting a-g requirements</li> </ul> <p>2. Contract with high school counselor to create curriculum and assessments, offer high school guidance, and coordinate other supports and services for college/career readiness including:</p> <ul style="list-style-type: none"> <li>Assist in maintaining and updating the 4-year Plan to ensure graduation and achievement of post-secondary college or career goals.</li> <li>Identifying possible Dual Enrollment options both online within the network of JCS Schools and also locally.</li> <li>Assisting in school-sponsored tours with transportation to local colleges and college fairs.</li> <li>Maintaining a college &amp; career webpage on the JCS site</li> <li>Training/assisting teachers to support 8th and 9th grade students in creating a College Board account linked to Khan Academy account with a personalized SAT prep plan.</li> <li>Work with teachers in Identifying a CTE pathway and available courses/curriculum.</li> </ul>	<p>Resource 0000 1000-1999: Certificated Personnel Salaries \$30103.46</p> <p>Resource 0000 4000-4999: Books And Supplies \$1000</p> <p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$1000</p> <p>Resource 0000 5000-5999: Services And Other Operating Expenditures \$10,000</p>	<p>Resource 0000 1000-1999: Certificated Personnel Salaries \$30103.40</p> <p>Resource 0000 4000-4999: Books And Supplies \$673.10</p> <p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$0</p> <p>Resource 0000 5000-5999: Services And Other Operating Expenditures \$22,000</p>
<p>1. Guide all students to be active participants in their education and to become self-directed lifelong learners with parental support by:</p> <ul style="list-style-type: none"> <li>Assisting students in creating and following a Personalized Learning Plan with personal and academic goals.</li> <li>Providing Educational Units (EUs) in home study for students to take classes and/or purchase curriculum/materials related to their master agreement, assignment and work records and Personalized Learning Plan.</li> </ul>	<p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$250,000</p>	<p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$252,310</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funding for CTE curriculum was not implemented due to an emerging focus on concurrent enrollment.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

COVID-19 was the overall challenge for the second part of the year limiting student involvement in anything that involved in-person activity.

# Goal 3

Health, Wellness & Safety

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 3: Parental Involvement (Engagement)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 6: School Climate (Engagement)
  - Priority 7: Course Access (Conditions of Learning)
  - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b></p> <p>1. % of families completing the annual parent/family surveys.</p> <p>2. % of students responding positively on a School Connectedness/Safety survey.</p> <p>3. % of students with access to physical fitness courses aligned to CCSS.</p> <p>4. % of grade 6-12 students participating on an intramural sports team.</p> <p>5. % of students in the Healthy Fitness Zone (HFZ) for 5/6 standards or greater on PFT.</p> <p>6. % of students identified as at risk through MTSS making progress using benchmark data points.</p> <p>7. Maintain high school dropout rate for all students, numerically significant subgroups and unduplicated students. (&lt;10%)</p> <p>8. High school graduation rate for all students, numerically significant subgroups and unduplicated students for continuously enrolled students (4-year cohort).</p>	<p>1. 32%</p> <p>2. A survey was not completed in 19-20 due to school closure.</p> <p>3. 100%</p> <p>4. 13%</p> <p>5. PFT was suspended for 2019-20 due to the pandemic. Data for 2018-19: Grade 5: 42.4% Grade 7: 39.1% Grade 9: 49.2%</p> <p>6. 100% of students who were identified for Tier 2 made progress and were returned to Tier 1.</p> <p>7. All students: 8.1%, Low Income: 7.7%, Hispanic: 18.2%</p> <p>8. All students: 91.2%, Low Income: 92.3%, Hispanic: 81.8%</p>

Expected	Actual
<p><b>19-20</b></p> <ol style="list-style-type: none"> <li>1. 25%</li> <li>2. &gt;85%</li> <li>3. 100%</li> <li>4. Baseline to be established in 2019-20.</li> <li>5. 2% over baseline.</li> <li>6. Baseline to be established in 2019-20.</li> <li>7. Baseline to be established with 2018-19 data in 2019-20. (&lt;10%)</li> <li>8. Baseline to be established with 2018-19 data in 2019-20.</li> </ol>	

Expected	Actual
<p><b>Baseline</b></p> <ol style="list-style-type: none"> <li>1. Approximately 20% of families completed the annual surveys.</li> <li>2. On a School Connectedness/Safety survey 85% of students reported a positive sense of safety and school connectedness.</li> <li>3. We do not currently have a physical fitness curriculum. We have established a scope and sequence for all grades bands for physical fitness courses.</li> <li>4. Baseline to be established in 2019-20.</li> <li>5. Baseline for HFZ to be established with 2018-19 PFT scores.</li> <li>6. Baseline to be established in 2019-20.</li> <li>7. Baseline to be established in 2019-20.</li> <li>8. Baseline to be established in 2019-20.</li> </ol>	

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ol style="list-style-type: none"> <li>1. Provide ongoing social-emotional learning for K-12 students and training to staff on recognition, prevention and intervention in bullying, sexual harassment, and suicide ideation.</li> <li>2. Ensure a safe and conducive learning environment for all students by providing Active Shooter Training for all staff.</li> <li>3. Contract with Health and Wellness Coordinator to: <ul style="list-style-type: none"> <li>• Oversee Physical Education courses in both home study and academy.</li> <li>• Oversee Fitnessgram testing and reporting.</li> <li>• Organize, promote and oversee the sports program.</li> </ul> </li> </ol>	<p>Resource 0000 1000-1999: Certificated Personnel Salaries \$12,537.30</p> <p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$1000</p> <p>Resource 0000 4000-4999: Books And Supplies \$5000</p>	<p>Resource 0000 1000-1999: Certificated Personnel Salaries \$12,537.30</p> <p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$0</p> <p>Resource 0000 4000-4999: Books And Supplies \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> <li>• Track and encourage greater participation in sports.</li> <li>• Revise the health course and participate in the California Healthy Youth Act team</li> <li>• Provide Hands Only CPR training for all high school seniors to meet graduation requirements.</li> </ul> <p>4. Purchase high school health and fitness textbooks.</p>		
<p>1. Explore viable options for a school counselor to provide consultation to staff and counseling/mental health support to all students with an emphasis on 6-8.</p> <p>2. Provide Foster/Homeless Youth Liaison who will:</p> <ul style="list-style-type: none"> <li>• Identify and support F/HY and provide resources/training to all staff as needed.</li> <li>• Maintain in the Knowledge Base an ongoing list of community resources for parents/guardians with an emphasis on Foster/Homeless Youth, Low Income and At Risk students.</li> </ul> <p>3. Provide professional development in MTSS</p> <p>4. Create a Multi-Tiered System of Support (MTSS) to identify and track LI, FHY, SwD and other at risk students to ensure access to available academic and socio- emotional supports, as needed, including:</p> <ul style="list-style-type: none"> <li>• Tutoring &amp; academic enrichment programs</li> <li>• Academic Counseling</li> <li>• Positive Behavior Interventions and Supports</li> <li>• Mental Health Services</li> <li>• Sports and other extracurricular activities</li> <li>• Career pathways</li> </ul>	<p>Resource 0000 1000-1999: Certificated Personnel Salaries \$8097.36</p> <p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$2000</p>	<p>Resource 0000 1000-1999: Certificated Personnel Salaries \$8097.36</p> <p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$0</p>



## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

MTSS provided in house after leadership attended conference July 2019 (we paid for that in FY 18-19). Funding not implemented was used toward salaries and support staff when funding was frozen as of February 2020.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We continued to grow in the area of MTSS. Our sports program was interrupted due to COVID-19, but students were able to participate early on in the year. We started a breakfast program and continued to provide meals to families during the pandemic.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase PPE	7,500.00	7,500.00	No
Purchase of Plexiglass Dividers and Partitions	15,000.00	70,000.00	No
Additional Janitorial Services	24,000.00	24,000.00	No
Additional instructional aides for supervision, sanitizing support and tutoring.	30,000.00	27,744.00	Yes
Implement protocols to maintain clean and safe environment, including sanitizing stations, temperature checks and use of plexiglass shields.	0.00	0.00	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

In lieu of purchasing individual plexiglass for group tables, we purchased individual desks.

### Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

We successfully reopened for in-person instruction on March 16, 2021. Due to the tier restrictions in Riverside County, reopening was challenging. However, we purchased the materials we needed to align with the guidelines from the state and county to safely reopen.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase Middlebury ELD curriculum	1082.85	1082.85	No
Purchase additional Cengage textbooks for ELD curriculum	2,032.70	2032.70	No
Purchase noise cancelling headphones for student use at home	1500.00	452.00	No
Change Zoom to user-based subscription to accommodate additional Zoom Classroom use	1400.00	1400.00	No
Purchase additional security for Chromebooks (Securly)	3100.00	3100.00	No
Middlebury training for teachers.	0.00	0.00	No
Use BrainPOP ELL for supplemental English Language Development support and primary language support.	0.00	0.00	Yes
Provide internet in home, as needed, for low income students.	7,000.00	1800.00	Yes
Provide additional support for engagement and attendance (calls, texts, emails, Zoom, etc.) for English learners, foster/homeless students, low income students and students with IEPs.	0.00	0.00	Yes
Provide additional mental health check-ins for English learners, foster/homeless students, low income students and students with IEPs.	0.00	0.00	Yes
Send monthly survey to assess family needs in terms of learning, access to internet and devices, food and shelter.	0.00	0.00	Yes
Copies of materials will be provided as needed for families who do not have access to a printer, if materials need to be printed, or they can submit assignments electronically.	500.00	0.00	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Items like hot spots and noise cancelling headphones were less of a cost than originally anticipated.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

We were able to provide continuity of instruction in all of our programs using zoom, chromebooks and other technology applications. All students had access to school chromebooks and students that needed internet were provided hot spots. We supported participation by making daily contact with students and further contact with those students that lacked engagement. School departments worked together to practice strategies and best practices for distance learning. Our supports for pupils with unique needs continued through the pandemic and some students had in-person services prior to our reopening date using the cohort guidance provided by the state.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Continue to implement MAP testing for Reading and Math for 2nd-12th grade, 2-3 x year.	7,200.00	7200.00	No
Continue to implement local screening tools for K-2nd grade Reading and Math, 2-3 x year.	0.00	0.00	No
Continue to implement MAP testing for Language for 2nd-12th grade English learners, 2-3 x year.	0.00	0.00	Yes
Purchase computers with capability for zoom instruction for teachers	75,000.00	65,000.00	No
Develop Individualized Learning Plan for each English learner, foster youth or homeless youth	0.00	0.00	Yes
Continue to implement Response to Intervention (Rtl) and Concern Report (CR) process.	0.00	0.00	No
Provide small group or individual tutoring as needed.	0.00	0.00	Yes
Stipend for qualified teacher to provide additional Rtl	15,000.00	62,500.00	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

We applied for and received Title I funding for the 20-21 school year. This allowed us to hire a full time Rtl teacher.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

We were able to successfully administer MAP at least twice in reading and math for all students. Overall students demonstrated growth in both reading and math. Georgia Numeracy Project was implemented with students who were far below grade level in math and teachers began providing intervention based on student stages. Students received ongoing Rtl and the SST process was further

defined and implemented by our Intervention Coordinator. Teachers provided one on one and small tutoring as needed through Office Hours and scheduled appointments.

## Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

We further developed our multi-tiered systems of supports to add clarity around supporting social and emotional needs. In addition to Tier 1 professional development and system planning taken on by the school, we also hired a counselor to support our students needing tier 2 interventions.

In January 2021 students in grades 4-12 took the Holistic Student Assessment, a self-assessment survey that looks at a wide variety of social and emotional skills students need for school. 342 students completed the survey. Based on the responses students fell into three categories:

- Tier 1 General Proactive Prevention (schoolwide support): 37.1%
- Tier 2 Targeted Proactive Prevention (targeted schoolwide support in areas of need): 41.5%
- Tier 3 Targeted Intervention (small group or individual): 21.3%

The top 4 overall strengths for our students were empathy, relationships with peers, emotion control, and school bonding. The top 4 overall areas of need for our students were assertiveness, perseverance, action orientation, and learning interest. Given the current climate with students at home, we were happy to see students feeling connected to peers, and having a sense of emotional control. Assertiveness and perseverance as weaknesses may be low due to the pandemic but we started social groups to help build these skills.

During the school year, teachers worked to provide a sense of community in their classrooms despite the lack of in-person interaction. Students participated in online social activities, field trips, physical fitness activities, and games with classmates and their teachers.

## Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

We sent out multiple surveys to provide us feedback throughout this last school year. Our survey results were always positive and the feedback helped us further develop the plans that were working but also kept us focused on reopening for in person instruction since that was a priority of our stakeholders.

Regular communication to the entire school was provided via ParentSquare. Educational Facilitators met every 20 days with their students and communicated via text, phone or email daily. Academy programs sent out weekly emails to families and teachers communicated daily and/or weekly about assignments or class activities.

The greatest challenge was the changes in guidance leading to changes in communication and engagement of families, for example our reopening date was changed multiple times and therefore left some families disappointed and feeling unheard.

## **Analysis of School Nutrition**

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The greatest challenge we had was that we were not able to provide in person instruction until March and April. While parents were made aware of the meals, many of the meals were not used. Mid year we created a list of families who may require additional meals to distribute the meals that had not been used. Additional resources that were made available throughout the county that our school was made aware of were emailed to teachers to distribute to their families. Teachers contacted school leadership when they were aware of families that may be in need of additional support, and we were able to provide a list of resources to families.



# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Stipend for qualified teacher to provide additional counseling.	15,000.00	55,000	Yes
Mental Health and Social and Emotional Well-Being	Assess all students grades 4-12 with Holistic Student Assessment (HSA)	2,665.60	2,665.60	No
Mental Health and Social and Emotional Well-Being	A list of community resources will be made available for families on the resources page of our website.	0.00	0.00	No
Distance Learning Program (Supports for Pupils with Unique Needs)	A list of community resources will be made available for families on our website ( <a href="https://www.jcs-inc.org/covid-resources/">https://www.jcs-inc.org/covid-resources/</a> ).	0.00	0.00	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

We applied for and received Title I funding for the 20-21 school year. This allowed us to hire a full time school counselor to work with teachers to look at the their HSA data and identify students in need of tiered support in addition to offering counseling for students who needed it.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

As a result of the data gathered from the HSA administered in January 2021, we have decided that in 2021-2022 we will give the assessment twice - beginning and end of year - to develop schoolwide goals for Tier 1 and Tier 2 as well as individual goals for Tier 3.

Our counselor will be training staff on how to utilize HSA data and will collaborate in the planning of goals aligned with our SEL curriculum.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Learning loss will continue to be assessed using our universal screeners (MAP, DIBELS, Georgia Numeracy Project) and a full time intervention teacher along with a part time aide will oversee Rtl for the entire school.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

During the 2020-2021 school year, we applied for and received Title 1 funding. This allowed us to also receive ESSER funding which will allow us to increase instructional aide support, intervention and counseling support in the upcoming LCAP.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Overall our MAP data demonstrated some growth in learning but we found that throughout the 20-21 school year some students did not make as much growth as would be expected. Our HSA data was added to our overall view of students and helped identify areas of social-emotional wellness that are students are in need of. The lack of engagement by some of students leads us to develop a more specific plan for student engagement through small social groups and individual counseling as needed. We also have had some success in concurrent enrollment and stakeholder input about this option is really favorable. In order to increase the number of students who are college and career ready, we are focusing past goals down to emphasizing earning college credits and completing a-g requirements.

Based on stakeholder input and assessment data, JCS-Pine Hills has developed the following goals for the 2021-2022 school year:

1. BROAD GOAL: Students achieve at high academic levels in ELA, Math and Science.
2. BROAD GOAL: Students grow and thrive through a multi-tiered system of support.
3. FOCUS GOAL: Significantly increase the % of students who meet a-g requirements and/or completing college credit courses over the next two years to better prepare students for college and career pathways.
4. MAINTENANCE GOAL: Students continue to have access to an engaging, safe, clean, and healthy learning environment.

## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.





# Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	462,440.98	495,884.02
	462,440.98	495,884.02

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	462,440.98	495,884.02
1000-1999: Certificated Personnel Salaries	132,003.48	132,003.42
4000-4999: Books And Supplies	12,000.00	30,673.10
5000-5999: Services And Other Operating Expenditures	55,687.50	58,687.50
5800: Professional/Consulting Services And Operating Expenditures	262,750.00	274,520.00
	262,750.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	462,440.98	495,884.02
1000-1999: Certificated Personnel Salaries		132,003.48	132,003.42
4000-4999: Books And Supplies		12,000.00	30,673.10
5000-5999: Services And Other Operating Expenditures		55,687.50	58,687.50
5800: Professional/Consulting Services And Operating Expenditures		262,750.00	274,520.00
		262,750.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	141,702.86	170,162.86
<b>Goal 2</b>	292,103.46	305,086.50
<b>Goal 3</b>	28,634.66	20,634.66

\* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

<b>Total Expenditures by Offering/Program</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$76,500.00	\$129,244.00
<b>Distance Learning Program</b>	\$16,615.55	\$9,867.55
<b>Pupil Learning Loss</b>	\$97,200.00	\$134,700.00
<b>Additional Actions and Plan Requirements</b>	\$17,665.60	\$57,665.60
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	\$207,981.15	\$331,477.15

<b>Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$46,500.00	\$101,500.00
<b>Distance Learning Program</b>	\$9,115.55	\$8,067.55
<b>Pupil Learning Loss</b>	\$97,200.00	\$134,700.00
<b>Additional Actions and Plan Requirements</b>	\$2,665.60	\$2,665.60
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	\$155,481.15	\$246,933.15

<b>Expenditures by Offering/Program (Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$30,000.00	\$27,744.00
<b>Distance Learning Program</b>	\$7,500.00	\$1,800.00
<b>Pupil Learning Loss</b>		
<b>Additional Actions and Plan Requirements</b>	\$15,000.00	\$55,000.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	\$52,500.00	\$84,544.00