



2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Goal 1

BROAD GOAL: Students will achieve at high academic levels in Language Arts, Math and Science.

Rationale

Based on our 2019 CAASPP/CAST data and our Fall 2019 and Fall 2020 MAP data as well as stakeholder input, we've determined that students need to continue working towards higher levels of achievement in Language Arts, Math and Science to increase communication and critical thinking skills. These skills are the foundation for lifelong learning, the cornerstone of our school's mission. The identified metrics below will help us measure growth in all three areas and will tell us if the actions/services identified are making an impact. MAP, CAST, CAASPP and EAP data combined with tracking the students who require Transitional Math in 9th grade will allow us to analyze student growth and areas of need. Tracking the % of students using standards-aligned curriculum and % of teachers with CLAD will indicate that students have the basic materials/supports needed to be successful.

Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
1	% of students with CCSS materials	CCSS materials: 100%	CCSS materials: 100%	CCSS materials: 100%
1	% of students with NGSS materials	NGSS materials: 20%	NGSS materials:	NGSS materials: 20%
2	% of EL students with ELD materials	ELD materials: 100%	ELD materials: 100%	ELD materials: 100%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	% of students at/above average in Reading on NWEA MAP	MAP Reading Fall 2020 ALL: 75% SwD: 45% LI: 86% Hispanic: 88% EL: 57%	MAP Reading Fall 2021 ALL: 73% SwD: 47% LI: 67% Hispanic: 73% EL: 33%	MAP Reading ALL: 81% SwD: 51% LI: 89% Hispanic: 91% EL: 60%
4	% of students at/above average in Math on NWEA MAP	MAP Math Fall 2020 ALL: 69% SwD: 29% LI: 78% Hispanic: 85% EL: 63%	MAP Math Fall 2021 ALL: 61% SwD: 32% LI: 55% Hispanic: 61% EL: 46%	MAP Math ALL: 75% SwD: 35% LI: 81% Hispanic: 88% EL: 66%
4	DFS for ELA (CAASPP)	DFS ELA Spring 2019 ALL: 1.6 points above SwD: 78.9 below LI: 8.2 below Hispanic: 8.6 below	DFS Spring 2021 ALL: 0.7 below SwD: 58.9 below LI: 17.4 below Hispanic: 19.7 below	DFS ELA ALL: 10+ above SwD: 30 below LI: 5 below Hispanic:
4	DFS for Math (CAASPP)	DFS Math Spring 2019 ALL: 41.5 points below SwD: 117.7 below LI: 59.6 below Hispanic: 51.8 below	DFS Spring 2021 ALL: 38.4 below SwD: 115.7 below LI: 54.9 below Hispanic: 54.2 below	DFS Math ALL: 15 below SwD: 70 below LI: <40 below EL: <40 below
7	% of students met/exceeded (CAST)	CAST Spring 2019 ALL: 27% SwD: 17% LI: 21% EL: TBD w Spring 2022	Not tested due to ongoing pandemic - the state allowed for flexibility in administering CAST.	CAST ALL: 33% SwD: 23% LI: 27% EL: 23%
7	% of students considered Conditionally Ready or Ready in ELA and Math on EAP	EAP ELA: Spring 2019 ALL: 65% EAP Math: Spring 2019 ALL: 22%	EAP ELA: Spring 2022 ALL: 45% EAP Math: Spring 2022	EAP ELA ALL: 70% EAP Math

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			ALL: 29%	ALL: 30%
1	% of teachers with CLAD	Teachers with CLAD: 93%	Teachers with CLAD: 93% One teacher still in progress	Teachers with CLAD: 100%
7	% of 9th graders who enrolled in Transitional Math	9th Grd inTransitional Math: 45%	9th Grd inTransitional Math: 30%	9th Grd inTransitional Math: 40%
5	# of electives	Electives: 18	Electives: The number of electives has not changed but the quality and accessibility to all high school students has improved so that both home study and academy students have a wide variety.	Electives:

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.1	CCSS Curriculum & Materials Ensure all students are using CCSS-aligned curriculum by: <ul style="list-style-type: none"> • Replenishing ELA and math curriculums • Identifying and purchasing a new science curriculum • Developing a science curriculum team to strengthen understanding, usability and accessibility new curriculum 	Science curriculum Stemsscopes has been purchased for middle school and is being piloted with one teacher. ELA and Math curriculum has been replenished.	Yes	LCFF \$21,000	LCFF \$20,000	\$41,000.00	\$40,400

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
1.2	ELD Curriculum & Materials Continue to replenish ELD curriculum to ensure English Learners are using designated ELD curriculum aligned to the ELD framework.	Completed	Yes	LCFF	\$0	LCFF	\$2,500	\$2,500.00	\$4,463
1.3	Electives Add, improve, expand elective choices that will engage learners and support critical thinking.	Our focus this year has been to develop high-quality electives that are accessible to both home study and academy students through a variety of delivery options.	No	LCFF	\$2,000	LCFF	\$2,000	\$4,000.00	\$869
1.4	Internet & Instructional Materials Provide internet in home for LI/FHY along with copies of materials that need to be printed, as needed.	With additional funding sources this year we were able to purchase more Chromebooks. Other materials are provided as needed.	Yes	LCFF	\$0	LCFF	\$7,200	\$7,200.00	\$23,374
1.5	CLAD Certification Fund coursework/test for teachers who need to	One teacher in process	Yes	LCFF	\$0	Federal	\$10,000	\$10,000.00	\$1,118

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	obtain CLAD certificate. Screen and require all new teacher candidates to hold a CLAD certificate before employment is offered.								
1.6	PD - Induction Ensure that any new teachers complete their school-funded Induction Program	In process - we are charged by the county 2nd semester	No	LCFF	\$0	LCFF	\$12,000	\$12,000.00	\$0
1.7	Math Coach Provide Math Coach to: <ul style="list-style-type: none"> monitor use of adopted curriculum and assessments assist in the creation of at least one workshop for home study parents on math instruction assist teachers in analyzing data of common assessments implemented twice a year 	In progress	Yes	LCFF	\$36,000	LCFF	\$0	\$36,000.00	\$16,976
1.8	Parent Participation Recruit parents to the School Site Council via school newsletters, communication with parents, and school's website.	Parent communication goes out through ParentSquare and we've developed a focus group	No	LCFF	\$0	LCFF	\$4,500	\$4,500.00	\$9,129

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
		of parents and staff to ensure our website's information is accessible and clear.					

Goal 2

BROAD GOAL: Students grow and thrive through a multi-tiered system of support.

Rationale

JCS-Pine Hills believes strongly in personalized learning and addressing the needs of the whole child. We have begun to implement a multi-tiered system of support and will use both CAASPP and MAP to measure targeted student growth for our students with the greatest needs, academically as well as HSA data to target social-emotional needs.

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	% of Rtl students meeting growth targets on NWEA MAP	NWEA MAP Rtl Reading: 35% Math: 75%	NWEA MAP Rtl Reading: Math:	NWEA MAP Rtl Reading: 50% Math: 80%
4	% of students meeting growth targets on CAASPP (21+ points)	CAASPP TBD Spring 2022 ELA: Math:	This data is based on growth from Spring 2021 to Spring 2022. Students who improve their scale score by 21+ points are considered to have met acceptable growth targets based on the current CAASPP model. This data will be available some time in Fall 2022.	CAASPP ELA: 50% Math: 50%
4	% of students in Tier 3 on HSA	HSA Tier 3: 21%	HSA Tier 3 Fall 2021: 22%	HSA Tier 3: 12%
4	% of ELs who maintain or grow 1+ ELPI level	ELPI Spring 2020: 75%	ELPI Spring 2021: 50%	ELPI: 100%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	% of ELs who reclassify (RFEP)	RFEP Fall 2020: 25%	RFEP Fall 2021: 23%	RFEP: 33%

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	NWEA MAP Administer universal screeners (e.g. NWEA MAP) and local benchmark assessments to identify students in need of Tier 1 and Tier 2 intervention.	Fall admin - completed. Winter admin - in process. Spring admin - March-May	Yes	LCFF \$0	LCFF \$7,800	\$7,800.00	\$7,800
2.2	HSA Administer Holistic Student Assessment annually and use data to inform tiered levels of SEL support.	Fall admin - completed. Spring admin - March-May	Yes	LCFF \$0	LCFF \$5,005	\$5,005.00	\$4,417
2.3	Meal Program Maintain breakfast program. Track efforts in coordination with ELOP for 21-22 to implement an improved program.	Has been implemented but we haven't been charged yet.	Yes	LCFF \$5000	LCFF \$5000	\$10,000.00	\$0
2.4	Intervention Coordinator Provide Intervention Coordinator to: <ul style="list-style-type: none"> consult with teachers re: Tier 1 strategies conduct Student Study Teams implement Tier 2 Intervention track and monitor student progress 		Yes	LCFF \$90,000	LCFF \$5,000	\$95,000.00	\$42,397

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report						
	<ul style="list-style-type: none"> provide professional development support Learning Loss Program (ELO Plan) 							2.5	SEL Counselor Provide a school counselor to: <ul style="list-style-type: none"> provide ongoing social-emotional learning for K-12 students train staff on recognition, prevention and intervention in bullying, sexual harassment, and suicide ideation oversee implementation of SEL curriculum and tiered strategies to address SEL needs collaborate with staff to develop positive behavior intervention and supports use HSA and Securly data to screen students for any mental health needs 	Developing, implementing and providing PD in PBIS. Offering SEL parent information through Parent Nights and website, meeting with small groups and one-on-one with students.	Yes	LCFF \$5,000 Federal \$62,000	LCFF \$0	\$67,000.00	\$22,160

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
2.6	<p>EL Coordinator Provide EL coordinator to identify, track and coordinate related services such as:</p> <ul style="list-style-type: none"> • Develop Individualized Learning Plan (ILP) for each English learner • Coordinate daily designated ELD instruction for ELs online • Provide supplemental oral language component with weekly groups • Support parents in home study • Monitor effectiveness of EL curriculum • Coordinate professional development for designated and integrated ELD and the ELD framework • Monitor progress of reclassified ELs for a minimum of 3 years 	We allocated 25% of a teacher to support Claire and will transition this role over fully next year.	Yes	LCFF	\$43,000	LCFF	\$0	\$43,000.00	\$4,518
2.7	<p>FHY Liaison Provide Foster/Homeless Youth Liaison who will:</p>	In place	Yes	LCFF	\$8000	Federal	\$500	\$8,500.00	\$7,465

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<ul style="list-style-type: none"> Identify and support F/HY, including the development and implementation of an Individualized Learning Plan (ILP). Provide resources/training to all staff as needed 						
2.8	Learning Acceleration Reduce student numbers in home study for better SEL support and improved progress monitoring and provide mentoring to new staff.		Yes	Federal \$160,000		\$160,000.00	\$88,971
2.9	Parent Engagement Provide focus groups/surveys for EL and SwD parent involvement and feedback.	2nd semester	Yes	LCFF \$0	LCFF \$0	\$0.00	\$0
2.10	PD - Tiered Intervention Provide ongoing professional development to staff in MTSS, tiered supports, identifying gaps in learning.	In process	Yes		Federal \$4000	\$4,000.00	\$3,508
2.11	Collaboration with SELPA	In process	No	LCFF \$0	LCFF \$0	\$0.00	\$0

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	Collaborate with the SELPA to ensure progress towards LCAP goals, actions and services.								
2.12	<p>PD - Students with Disabilities 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"> • Disproportionality (i.e. disproportionate representation of specific groups identified as having a disability, or being suspended, etc.) • Response to Intervention • Instructional strategies • Serving students in independent study • Performance Indicator Process 	Some SELPA-sponsored PD has been attended by our staff. The SPED dept is keeping a record of the PD attended.	No	LCFF \$0		LCFF \$0		\$0.00	\$0
2.13	<p>Family engagement Provide parents and students with numerous opportunities to be involved at the school including Parent/Teacher</p>	In process	No	LCFF \$0		LCFF \$500		\$500.00	\$0

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Organizations and schoolwide events.						
2.14	EEPs Provide access to educational enrichment partners for math and ELA tutoring support for home study.	In process - we'll generate the funding report at the end of the year	Yes		LCFF \$100,000	\$100,000.00	

Goal 3

FOCUS GOAL: Increase the % of students who meet a-g requirements and the % of students completing college credit courses over the next two years to better prepare students for college and career pathways.

Rationale

On the CA School Dashboard, College and Career Readiness is measured using multiple avenues. Based on stakeholder feedback and our local data, we've determined that the areas we want to focus on and grow quickly are: 1) increasing percent of high school students who have met a-g requirements and 2) increasing the percent of high school students who complete college credit courses. By focusing specifically on these two areas over the next two years we feel confident we can make significant improvement towards preparing our students for College and Career Pathways. JCS-Pine Hills did not have high school students in 18-19 and the Dashboard was suspended for 19-20 no data is available from the Dashboard but we were able to gather the data from our student information system and from Data Quest. In Spring 2020 19% of high school students met a-g requirements and 11% completed college course credit. For the next two years we will only focus a desired outcome for these two areas, although we will continue to measure AP and CTE completers as well.

Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	% of students meeting a-g requirements	a-g Spring 2020 19%	a-g Spring 2021: 18%	a-g Spring 2023 50%
4	% of students completing college credit course	College Course Credit Spring 2020 : 11%	College Course Credit Spring 2021: 4%	College Course Credit: 40%
4	% of students scoring 3+ on AP	AP Spring 2020: <1%	AP Spring 2021: 0%	AP: 2%
4	% of students completing CTE	CTE completers Spring 2020: 0%	CTE completers Spring 2021: 0%	CTE completers: 0%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	% of students meeting a-g requirements and CTE (combined)	a-g and CTE completers Spring 2020: 0%	a-g and CTE completers Spring 2021: 0%	a-g and CTE completers: 0%

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.1	a-g Access Develop a high school team to: <ul style="list-style-type: none"> • Ensure courses are a-g approved • Analyze transcript data analyze to identify a-g gaps • Provide professional development to teachers in transcript analysis • Look for new strategies to ensure a-g requirement is met 	Our new school counselor has increased implementation of Naviance, College Counseling, Academic Counseling. Mass-communication about FAFSA and other post-high school processes for students. She is also meeting with students in small groups and one-on-one.	No	LCFF \$0	LCFF \$0	\$0.00	\$75.00
3.2	Foreign Language Provide UC approved foreign language courses for all high school students	In place - we have a high school Spanish teacher for academy and home study.	No	LCFF \$52,000	LCFF \$0	\$52,000.00	\$15,352

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.3	a-g Online Courses Research options for materials/online subscriptions for a-g courses for home study. Fund 25% of EF to support students.	In process - we'll pull the financials at the end of the year	No	LCFF \$15,000	LCFF \$5,000	\$20,000.00	\$0
3.4	College Credit Course Access Increase student access to college credit course access by: <ul style="list-style-type: none"> • Educating parents, students and teachers about the benefits of college course credit • Paying for the cost of the class and materials • Supporting students through the registration process • Providing student support systems and collaboration through the coursework 	In process	No		LCFF \$5,000	\$5,000.00	\$2,500

Goal 4

MAINTENANCE GOAL: Students continue to have access to an engaging, safe, clean, and healthy learning environment.

Rationale

Feedback from stakeholders shows that overall our students and parents feel connected to and supported by their teachers, and that the school provides a safe and nurturing environment. While we pride ourselves on connecting to each individual student, we will continue to monitor and maintain student engagement through the actions/services below.

Expected Annual Measurable Objectives for Goal 4

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
1	FIT tool	FIT tool: All facilities In Good Repair	FIT 21-22: Fair	Maintain baseline
1	% of appropriately assigned teachers	Teachers appropriately assigned: 100%	Teachers appropriately assigned: Not available	Maintain baseline
5	School Attendance Rate	School Attendance Rate 2020: 99%	School Attendance Rate 2021:	Maintain baseline
5	Chronic Absenteeism Rate	Chronic Absenteeism Rate 2019: 7.4%	Chronic Absenteeism Rate 2021: 6.6%	Maintain baseline
6	Suspension Rate	Suspension Rate 2020: 0%	Suspension Rate 2021: 0%	Maintain baseline
6	Expulsion Rate	Expulsion Rate 2020: 0%	Expulsion Rate 2021: 0%	Maintain baseline
5	High School Dropout Rate	High School Dropout Rate 2020: 8.1%	High School Dropout Rate 2021: 11%	Maintain baseline
5	Graduation Rate	Graduation Rate: 92%	Graduation Rate Spring 2021: 84%	Maintain baseline
5	Middle School Dropout Rate	Middle School Dropout Rate: 0%	Middle School Dropout Rate: 0%	Maintain baseline

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.1	Safety Maintain a safe, clean, functional school climate by: Continuing to purchase Securly for Chromebooks Continuing annual trainings for staff (mandated reporter, active shooter training, drills, etc.)	In process. Our FIT was recently completed with the help of a parent. There are some action items needed to complete, and we've	No	LCFF \$0	LCFF \$3,800	\$3,800.00	\$8,093

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	Continuing and acting on yearly facilities inspection	already begun. Annual trainings are in process, will have a completion rate at the end of the year.							
4.2	Stakeholder Surveys Continue to administer annual surveys regarding school climate and effectiveness to all stakeholders.	In process	No	LCFF	\$0	LCFF	\$0	\$0.00	\$0
4.3	Student Engagement Continue to maintain current rates for all student groups by monitoring data and re-evaluating programs and systems as needed. <ul style="list-style-type: none"> • Chronic Absenteeism • Suspension & Expulsion Rate • Dropout Rate • Graduation Rate • Middle School Dropout Rate 	We are evaluating current data we've collected internally and from ParsecGO to adjust for the 22-23 LCAP	Yes	LCFF	\$20,000	LCFF	\$0	\$20,000.00	\$6,044
4.4	Highly Qualified Teachers Continue to monitor teacher credentialing and assignments through CALPADS and CalSAAS to ensure all students have appropriately assigned, highly qualified teachers.	In process	Yes	LCFF	\$	LCFF	\$0	\$0.00	\$0

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.5							