



## 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 achieve at high academic levels in Language Arts and Math.**

### Rationale

Based on our 2019 CAASPP 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 and Math 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 these areas and will tell us if the actions/services identified are making an impact. MAP, 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 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%	Maintain baseline
2	% of EL students with ELD materials	ELD materials: 100%	ELD materials: 100%	Maintain baseline
	% of students at/above average in Reading on NWEA MAP	MAP Reading Fall 2020 ALL: 74% SwD: 44% LI: 84%	MAP Reading Fall 2021 ALL: 63% SwD: 42% LI: 64%	MAP Reading Fall 2020 ALL: 80% SwD: 56% LI: 87%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		Hispanic: 65% EL: 0%	Hispanic: 48% EL: 100%	Hispanic: 71% EL: 20%
4	% of students at/above average in Math on NWEA MAP	MAP Math Fall 2020 ALL: 69% SwD: 43% LI: 79% Hispanic: 89% EL: 75%	MAP Math Fall 2021 ALL: 62% SwD: 36% LI: 70% Hispanic: 42% EL: 100%	MAP Math Fall 2020 ALL: 75% SwD: 55% LI: 81% Hispanic: 92% EL: 78%
4	DFS for ELA (CAASPP)	DFS ELA Spring 2019 ALL: 13.2 points below SwD: 63.1 below LI: 49.9 below Hispanic: 33.3 below	DFS ELA Spring 2021 ALL: 10.1 points below SwD: 99.1 below LI: 15.8 below Hispanic: 20.5 below	DFS ELA Spring 2019 ALL: 2 points above SwD: 30 below LI: 20 below Hispanic: 3 below
4	DFS for Math (CAASPP)	DFS Math Spring 2019 ALL: 53.5 points below SwD: 112 below LI: 87.1 below Hispanic: 28.3 below	DFS Math Spring 2021 ALL: 64.3 points below SwD: 143.9 below LI: 67.9 below Hispanic: 72.6 below	DFS Math Spring 2019 ALL: 38 points below SwD: 82 below LI: 57 below Hispanic: 13 below
7	% of students considered Conditionally Ready or Ready in ELA and Math on EAP	EAP ELA: Spring 2019 ALL: 44% EAP Math: Spring 2019 ALL: 11%	EAP ELA: Spring 2021 ALL: 25%  EAP Math: Spring 2021 ALL: 0%	EAP ELA: Spring 2019 ALL: 47% EAP Math: Spring 2019 ALL: 17%
7	% of 9th graders who enrolled in Transitional Math	9th Grd inTransitional Math: 16%	9th Grd inTransitional Math: 21%	9th Grd inTransitional Math: 13%

### Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.1	Instructional Devices	In process	Yes	LCFF \$0	LCFF \$10,000	\$10,000.00	\$2,154

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	Provide and replenish devices for all students to use to support learning.								
1.2	<b>Internet &amp; Instructional Materials</b> Provide internet in home for LI/FHY along with copies of materials that need to be printed, as needed.	Provided as needed	Yes	LCFF	\$0	LCFF	\$1,500	\$1,500.00	\$649
1.3	<b>CCSS Curriculum &amp; Materials</b> Ensure all students are using CCSS-aligned curriculum by replenishing ELA and math curriculums as needed.	Complete	Yes	LCFF	\$0	LCFF	\$5,000	\$5,000.00	\$8,920
1.4	<b>ELD Curriculum &amp; Materials</b> Continue to replenish ELD curriculum to ensure English Learners are using designated ELD curriculum aligned to the ELD framework.	Complete	Yes	LCFF	\$0	LCFF	\$2,000	\$2,000.00	\$1,945
1.5	<b>Staff Development</b> Continue to support and grow effective staff by offering professional development and collaboration activities including, but not limited to: <ul style="list-style-type: none"> <li>Analyzing data in order to provide goal setting and</li> </ul>	In process	Yes	Federal	\$0	Federal	\$3,716	\$3,716.00	\$979

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	targeted support for ELA <ul style="list-style-type: none"> <li>• Use of current ELA and math support resources: (e.g. IXL, Achieve3000, Smarty Ants, Heggerty, etc.)</li> <li>• Georgia Numeracy math curriculum</li> <li>• MTSS strategies and resources</li> <li>• Writing and scoring writing-based schoolwide shared rubrics and writing prompts</li> <li>• Developing and analyzing the annual STAR teacher rubric</li> <li>• Other areas that may support PD outlined in the ELO Plan (e.g. targeting learning loss)</li> <li>• Supporting students with IEPs in the general education environment</li> </ul>						
1.6	<b>PD - Induction Program</b> Ensure that any new teachers complete the	n process - we are charged by	Yes	LCFF \$0	LCFF \$8,000	\$8,000.00	\$0

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	school-funded Induction Program	the county 2nd semester							
<b>1.7</b>	<b>Math Coach</b> Provide Math Coach to: <ul style="list-style-type: none"> <li>• monitor and support 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> <li>• assist teachers in analyzing data of common assessments implemented twice a year</li> </ul>	In place	Yes	LCFF	\$6,654	LCFF	\$0	\$6,654.00	\$4,459
<b>1.8</b>	<b>Parent Participation</b> Recruit parents to the School Site Council via school newsletters, communication with parents, and school's website. Provide parent training on technology, resources, and curriculum. Encourage parent participation in school events.	Parent communication goes out through ParentSquare and we've developed a focus group of parents and staff to ensure our website's information is accessible and clear.	No	LCFF	\$0	LCFF	\$1,000	\$1,000.00	\$3,113

## Goal 2

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

### Rationale

JCS-Pine Valley 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: TBD Spring 2022 Math: TBD Spring 2022		NWEA MAP Rtl Reading: 6% over baseline Math: 6% over baseline
4	% of students meeting growth targets on CAASPP (21+ points)	CAASPP ELA: TBD Spring 2022 Math: TBD Spring 2022	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: Math:
4	% of students in Tier 3 on HSA	HSA Tier 3: 16%	HSA Tier 3: 30%	HSA Tier 3: 10%
4	% of ELs who maintain or grow 1+ ELPI level	ELPI Spring 2020: 100%	ELPI Spring 2021: 0%	maintain baseline
4	% of ELs who reclassify (RFEP)	RFEP Fall 2020: 50%	RFEP Fall 2021: 25%	maintain baseline

### Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	<b>Local Assessments</b> Administer universal screeners (e.g. NWEA MAP) and local benchmark assessments to identify	Fall admin - completed. Winter admin - in process.	Yes	LCFF \$0	LCFF \$2,340	\$2,340.00	\$2,340

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	students in need of Tier 1 and Tier 2 intervention.	Spring admin - March-May							
<b>2.2</b>	<b>MTSS</b> Continue to implement and expand the Multi-Tiered System of Support (MTSS) to identify and track LI, FHY, SwD and other at risk students ensuring access to available academic and socio-emotional supports, as needed, such as: <ul style="list-style-type: none"> <li>• tutoring &amp; academic enrichment materials and programs</li> <li>• academic counseling</li> <li>• positive behavior interventions and supports</li> <li>• mental health services</li> <li>• other extracurricular activities.</li> </ul>	In process	Yes	LCFF	\$24,500	LCFF	\$35,500	\$77,624.00	\$75,912
				Federal	\$17,624				
<b>2.3</b>	<b>SEL</b> Continue Social Emotional Supports to students by: <ul style="list-style-type: none"> <li>• administering Holistic Student Assessment to identify tiered SEL supports</li> <li>• providing ongoing social-emotional</li> </ul>	In process	Yes	LCFF	\$0	LCFF	\$24,385	\$24,385.00	\$20,721

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	learning for K-12 students <ul style="list-style-type: none"> <li>• training staff on recognition, prevention and intervention in bullying, sexual harassment, and suicide ideation</li> <li>• overseeing implementation of SEL curriculum and tiered strategies to address SEL needs</li> <li>• using Securly data to screen students for any mental health needs</li> <li>• providing on campus counseling program through a community agency in conjunction with ELO Plan</li> </ul>								
2.4	<b>EL Coordinator</b> Provide EL coordinator to identify, track and coordinate related services such as: <ul style="list-style-type: none"> <li>• Develop Individualized Learning Plan (ILP) for each English learner</li> </ul>	We allocated 25% of a teacher to support Claire and will transition this role over fully next year. PH is paying for it.	Yes	LCFF	\$28,000	LCFF \$0	\$28,000.00	\$7,051	



Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	<ul style="list-style-type: none"> <li>• Coordinate daily designated ELD instruction for ELs online and supplemental oral language component with weekly groups led by a CLAD-credentialed teacher.</li> <li>• Monitor effectiveness of EL curriculum.</li> <li>• Coordinate professional development for designated and integrated ELD and the ELD framework.</li> <li>• Monitor progress of reclassified ELs for a minimum of 3 years.</li> </ul>								
2.5	<b>FHY Liaison</b> Provide Foster/Homeless Youth Liaison who will: <ul style="list-style-type: none"> <li>• Identify and support F/HY, including the development and implementation of an Individualized Learning Plan (ILP).</li> </ul>	In place	Yes	LCFF	\$1,000	Federal	\$2,000	\$3,000.00	\$0

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	<ul style="list-style-type: none"> <li>Provide resources/training to all staff as needed</li> <li>Provide physical needs such as school supplies, toiletries, and clothing if needed.</li> </ul>								
2.6	<b>Focus Groups</b> Provide focus groups/surveys for EL and SwD parent involvement and feedback.	2nd semester	Yes	LCFF	\$0	LCFF	\$0	\$0.00	\$0
2.7	<b>PD - SwD</b> Attend professional development opportunities and other learning activities provided by the SELPA which may include, but are not limited to: <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> </ul>	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

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	<ul style="list-style-type: none"> <li>Serving students in independent study</li> <li>Performance Indicator Process</li> </ul>								
<b>2.8</b>	<b>Collaboration w SELPA</b> Collaborate with the SELPA to ensure progress towards LCAP goals, actions and services.	In process	No	LCFF	\$0	LCFF	\$0	\$0.00	\$0
<b>2.9</b>	<b>Meal Program</b> Continue and increase free/reduced meal program to include two meals per day. Track efforts through ELOP for 21-22 to implement an improved program.	In process	Yes	LCFF	\$0	LCFF	\$5,500	\$5,500.00	\$1,220
<b>2.10</b>	<b>Health &amp; Wellness</b> Provide educational opportunities for a healthy lifestyle including: <ul style="list-style-type: none"> <li>nutrition</li> <li>increased physical education</li> <li>outdoor activities</li> </ul>	In process	No			LCFF	\$35,000	\$35,000.00	\$7,422
<b>2.11</b>	<b>EEPs</b> Provide access to educational enrichment partners for math and ELA	In process - we'll generate the funding report at the	Yes			LCFF	\$10,000	\$10,000.00	\$0

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	tutoring support for home study.	end of the year					

### Goal 3

**BROAD GOAL: Students are prepared 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 first are 1) increasing percent of high school students who complete college credit courses; 2) increasing percent of high school students who take CTE courses; and 3) better prepare middle school students for high school requirements. JCS-Pine Valley 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 only a handful of students completed either CTE courses or college course credits. Because we live in a rural community finding a qualified teacher to teach a CTE pathway is difficult; instead we'll expose our students to a variety of CTE courses.

#### 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: 0%	a-g Spring 2021: 8%	a-g Spring 2023: 15%
4	% of students completing college credit course	College Course Credit TBD Spring 2021	College Course Credit Spring 2021: 8%	College Course Credit: 20% over baseline
4	% of students scoring 3+ on AP	AP Spring 2020: <1%	AP Spring 2021: 0	AP Spring 2023: <1%
4	% of students taking CTE courses	% students in CTE courses TBD Spring 2021	% students in CTE courses: 0	% students in CTE courses: 20% over baseline
4	% of students completing CTE	CTE completers Spring 2020: 0%	CTE completers Spring 2021: 0	CTE completers Spring 2023: 0%
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 Spring 2020: 0%

## Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
3.1	<b>Foreign Language</b> Provide 8th grade Conversational Spanish in order for students to have greater success in high school second language classes.	In place	No	Federal	\$29,874	LCFF	\$0	\$29,874.00	\$71
3.2	<b>Naviance</b> Increase participation in Naviance classes for career exploration and resume building.	Home study students are using it.	No	LCFF	\$0	LCFF	\$2,000	\$2,000.00	\$2,000
3.3	<b>College Credit Course Access</b> Increase student access to college credit course access by: <ul style="list-style-type: none"> <li>• Fund materials/books for students</li> <li>• Accessing Grossmont College course in collaboration with JCS-Manzanita</li> <li>• Supporting students through the registration process</li> <li>• Providing student support systems and collaboration through the coursework</li> </ul>	In process		LCFF	\$7,500	LCFF	\$1,000	\$8,500.00	\$2,469

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.4	<b>PSAT</b> Fund PSAT for all 8th grade students and help them create a personalized SAT prep plan through College Board and Khan Academy.	In process - we haven't been billed yet.	No		LCFF \$150	\$150.00	\$0
3.5	<b>Field Trips</b> Provide field trips to local junior colleges, state universities and/or UC schools.	In process	No	LCFF \$0	LCFF \$3,000	\$3,000.00	\$2,107
3.6	<b>Electives</b> Increase electives and STEM opportunities for career exploration.	In process	No		LCFF \$9,800	\$9,800.00	\$5,489

## 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 tool: All facilities In Good Repair	Maintain baseline

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
1	% of appropriately assigned teachers	Teachers appropriately assigned:100%	Teachers appropriately assigned:100%	Maintain baseline
1	% of teachers with CLAD certification	% of teachers with CLAD certification: 100%	% of teachers with CLAD certification: 100%	Maintain baseline
5	Chronic Absenteeism Rate	Chronic Absenteeism Rate 2019: 8.3%	Chronic Absenteeism Rate 2021: 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	School Attendance Rate	School Attendance Rate 2020: 99%	School Attendance Rate 2021: Not available	Maintain baseline
5	High School Dropout Rate	High School Dropout Rate 2019: 0%	High School Dropout Rate 2021: 25%	Maintain baseline
5	Graduation Rate	Graduation Rate 2019: 86%	Graduation Rate 2021: 75%	Maintain baseline
5	Middle School Dropout Rate	Middle School Dropout Rate 2019: 0%	Middle School Dropout Rate 2021: 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	<b>Safety</b> Maintain a safe, clean, functional school climate by: <ul style="list-style-type: none"> <li>Continuing to purchase Securly for Chromebooks</li> <li>Continuing annual trainings for staff (mandated reporter, active shooter training, drills, etc.)</li> <li>Continuing and acting on yearly facilities inspection</li> </ul>	Annual trainings are in process, will have a completion rate at the end of the year.	No	LCFF \$0	LCFF \$3,100	\$3,100.00	\$2,477

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
<b>4.2</b>	<b>Stakeholder Surveys</b> Continue to administer annual surveys regarding school climate and effectiveness to all stakeholders.	In process	No	LCFF	\$0	LCFF	\$0	\$0.00	\$0
<b>4.3</b>	<b>Family Engagement</b> Provide parents and students with numerous opportunities to be involved at the school including Parent/Teacher Organizations and schoolwide events.	In process	No	LCFF	\$0	LCFF	\$500	\$500.00	\$10
<b>4.4</b>	<b>Highly Qualified Teachers</b> 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	\$4,000	LCFF	\$0	\$4,000.00	\$4,710
<b>4.5</b>	<b>CLAD Certification</b> Continue to screen and require all new teacher candidates to hold a CLAD certificate before employment is offered.	In process	Yes	LCFF	\$0	LCFF	\$0	\$0.00	\$1,212
<b>4.6</b>	<b>Maintenance</b>	We are evaluating	Yes	LCFF	\$4,000	LCFF	\$0	\$4,000.00	\$1,590



Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Continue to review data to maintain or improve current rates for all student groups: <ul style="list-style-type: none"> <li>• Chronic Absenteeism</li> <li>• Suspension &amp; Expulsion Rate</li> <li>• Dropout Rate</li> <li>• Graduation Rate</li> <li>• Middle School Dropout Rate</li> </ul>	current data we've collected internally and from ParsecGO to adjust for the 22-23 LCAP					