




<b>Board Goal 1</b> <b>Provide challenging and relevant educational programs, including digital literacy, for students in County Office-operated programs.</b>	<b>Specific Result (SR) or Key Activity</b> <i>A measurable, observable or demonstrable end result of a series of actions.</i>	<b>Long Term Impact or Desired Outcome (why engage in this work?)</b>	<b>Expected Annual Progress towards Long-term Impact or Desired Outcome</b> <i>(What is expected to be accomplished this year?)</i>	<b>Progress</b>	<b>Evidence</b>
<p><b>Strategy</b> We will lead, develop, and implement digital literacy initiatives among staff and students across the county.</p>	<p><b>SR 1.1</b> Establish partnerships to provide countywide broadband connectivity and digital devices.</p>	<p>By 2020 SDCOE will have established five new partnerships with school districts, community members and/or private and governmental agencies to assist with ensuring that all students have access to viable computing devices and network connectivity outside of the classroom, in the home, and in transit.</p>	<ol style="list-style-type: none"> <li>1. Continue the national Connect2Compete program with Cox Communications and Computer2SanDiegoKids to increase device and access distribution.</li>   <li>2. Expand computer distribution and digital awareness campaign with partners to include students in currently underserved communities and geographic areas of the County.</li>   <li>3. Establish additional partnerships with individual, government, private, and corporate entities to provide broadband access at home.</li> </ol>		<p>11 distribution events have been held between September &amp; November with a total of 1428 device distributions. 7 more events are planned by December 2015.</p> <p>20 computers distributed at most recent Migrant event; Team meetings held monthly. Contacts with alternate carriers underway.</p> <p>On October 6, 2015 a team meeting was held to identify LCAP funds to provision equipment for a broadband initiative. The libraries were</p>


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			4. Establish benchmark measures and metrics to monitor device distribution and broadband access to students' homes.  5. Reach out to superintendents and other district leaders to form a taskforce/advocacy group to educate and build awareness across multiple levels at state and federal level of the importance of broadband access at home.		contacted concerning a pilot technology distribution project to address the issue of a much-needed Wi-Fi hotspot. Not started yet.  Not started  Repository website under development - demo for Assistant Superintendent - December 2015.  ITS One Page features Broadband Superintendent Repository development in test.


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	<p><b>SR 1.2</b> Establish partnerships to provide countywide digital citizenship resources for educators, students, and parents.</p>	<p>By 2020, 90% of more of schools in San Diego County have implemented a program educating students to practice appropriate online behavior.</p>	<ol style="list-style-type: none"> <li>1. Increase parent and family knowledge on digital citizenship through presentations and resource development.</li> <li>2. Develop marketing material and communication plans.</li> <li>3. Research high quality citizenship parent resources including resource guide.</li> <li>4. Facilitate cohorts for online courses.</li> <li>5. Build and assess participant impact tool.</li> </ol>		<p>Two presentation outlines developed for parental overview of digital citizenship concepts. Team meetings held bi-weekly to build presentations and resources.</p> <p>Contacted Communications Department to develop a plan for digital citizenship promotion. Set up filming of Digital Citizenship lesson with iTV &amp; JCCS.</p> <p>Team meetings held bi-weekly to compile high quality parent resources</p> <p>11 small districts participating in September and October Digital Citizenship courses. Cohort 3 completed 11/3; Cohort 4 completed 11/18.</p> <p>Assessment tool scheduled to be built in 4/16 after presentation is finished.</p>
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
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	<p><b>Key Activity:</b> Ensure the alignment, implementation, coherence, and communication of an effective 21st century k-13 instructional program.</p> <p>Provide strategic oversight, implementation, and monitoring of JCCS LCAP related to student learning and achievement.</p>	<p>Students will be successful in college, career, and community through the effective alignment of resources to meet their social, emotional, behavioral, and academic needs.</p> <p>Stakeholders will know how we are supporting students to be independent learners.</p>	<p>Outcome Measure: LCAP Goals for Year 2 will be met.</p> <p><b>Outcome 1:</b> Students will be engaged through the use of effective pedagogical behavioral supports and interventions.</p>	<p>Outcome 1:</p> 	<p>Outcome 1: Community school attendance rates are below target Monarch School and SPA attendance rates are on target Reduction in suspension rates are on target at 50 YTD Site realignments and renovations are underway and have improved learning environments for students Trauma Responsive Unit is being staffed and scheduled for opening in January 2016 in Kearney Mesa Juv Hall Teachers and staff continue to engage in professional learning on innovative teaching methods, PBIS and Restorative Practice</p>
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			<p><b>Outcome 2:</b> Increase the percentage of students in all groups who are proficient or advanced levels in English/language arts and mathematics (or, where appropriate, life skills).</p>	<p>Outcome 2:</p> 	<p>School teams from each learning community, including 158 classified support staff, have completed PBIS and Restorative Practice professional learning to date</p> <p>Outcome 2: 2014-15 SBAC scores indicate the majority of students, including English Learners, are not meeting standard in ELA and Math</p> <p>1,008 JCCS students completed Fall CCSS-aligned MAP testing - scores will be compared to Spring 2016 scores to evaluate within year growth for students. JCCS ELD Specialist working with team from LLS and JCCS teachers and administrators to develop a five – year strategic plan</p>
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			<p><b>Outcome 3:</b> Students have improved access to, enrollment and success in Common Core State Standards, core subjects, A-G requirements (inclusive of VAPA and STEM), and career technical education courses to prepare students to exit college and career ready.</p>	<p>Outcome 3:</p> 	<p>for ELA/ELD Framework implementation.</p> <p>Outcome 3: The first of three Learning Walks took place on October 20-21. All JCCS Math teachers are engaged in a four-day professional learning series provided by LLS focused on Integrated Math implementation. All ELA teachers are engaged in a four-day PL on our JCCS developed ELA Units of Study. An average of 23 Math teachers are taking part in a bi-weekly exploration and planning seminar focused on Carnegie Math. a-g course sequences in high school English, Integrated Math, History/Social Sciences, and VAPA have been approved.</p>
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				<p>Additional online core, elective and language courses are approved. Students are being enrolled in these courses as specified in their Personal Learning Plans</p> <p>CTE Specialist has been hired and is working directly with principals, counselors and teachers to expand CTE course offerings and partnerships with local community colleges and employers.</p> <p>A VAPA Strategic Plan is being developed with teachers and other stakeholders to provide clear programmatic goals, strategies and outcomes to guide the VAPA experiences for students.</p> <p>Effective and high impact VAPA partnerships with La Jolla Playhouse, SD Museum of Art,</p>
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			<p><b>Outcome 4:</b> Students will have more access to and interactions with high expectations from teachers, parents/family, probation, community and business partnerships that provide support for their success.</p> <p><b>Outcome 5:</b> Expelled students will transition efficiently through a planned coordination of educational options in accordance with the rehabilitation plan.</p>	<p>Outcome 4:</p>  <p>Outcome 5:</p> 	<p>Guitars in The Classroom and the AJA Project</p> <p>Outcome 4: 1 additional FTE Parent Family Liaison has been hired. The JCCS Parent Family Engagement Team has collaborated with SDPD to facilitate parent and family learning in the Families in Motion diversion program. The team has also collaborated with Words Alive to develop family literacy programs for JCCS parents and students.</p> <p>Outcome 5: Transition of expelled and foster youth is improving with the hiring of 4 FTE additional Student Transition Technicians. The number of foster youth and other court involved youth graduating</p>
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					is being monitored throughout the school year. The number of expelled students returning to their home districts for the Spring 2016 term is also being tracked.
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<b>Board Goal 2</b> <b>Assist districts to accelerate achievement for all students and eliminate the achievement gap, with a focus on English learners, low-performing schools, and the health and well-being of students.</b>	<b>Specific Result (SR) or Key Activity</b> <i>A measurable, observable or demonstrable end result of a series of actions.</i>	<b>Long Term Impact or Desired Outcome (why engage in this work?)</b>	<b>Expected Annual Progress towards Long-term Impact or Desired Outcome (What is expected to be accomplished this year?)</b>	<b>Progress</b>	<b>Evidence</b>
<p><b>Strategy</b> We will nurture, support, and develop leaders and leadership at all levels countywide.</p>	<p><b>SR 2.2</b> Implement innovative, high-quality leadership services that develop systems-thinking leaders who strategically build capacity throughout the organization resulting in the improvement of learning and guarantees students are educated to high levels, prepared for college and career.</p>	<p>School leaders use evidence-based leadership practices and apply systems thinking to build a coherent system of high quality teaching and learning through continuous improvement that results in preparing each student for college and career.</p>	<ol style="list-style-type: none"> <li>1. Integrate current Systems Leadership Framework (SLF) into the DSI leadership development services:               <ul style="list-style-type: none"> <li>• Principal Leadership Institute</li> <li>• JCCS Leadership Development</li> <li>• Principal Leadership Seminars</li> <li>• PASC Program</li> </ul> </li> <li>2. Build capacity across LLS division to integrate SLF into core services.</li> <li>3. Further develop the SLF as a tool that promotes self-assessment of district/schools capacity to build a coherent system that supports and improves instructional leadership, professional practice, and reciprocal systems of support.</li> </ol>		<p>Framework integrated into:</p> <ul style="list-style-type: none"> <li>• Principal Leadership Institute (21 participants from 9 districts)</li> <li>• Principal Leadership Seminars (69 participants from 27 districts)</li> <li>• Preliminary Administrative Service Credential Program (PASC) (124 participants from 42 districts)</li> <li>• Clear Administrative Service Credential Coaching Academy (115 participants from 44 districts)</li> </ul> <p>Framework utilized through collaborative work across Learning &amp; Leadership Services</p>


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					<p>Division:</p> <ul style="list-style-type: none"> <li>• Teacher Leader Institute (46 participants from 6 districts)</li> <li>• Equity/Access team</li> </ul> <p>Utilizing framework across SDCOE:</p> <ul style="list-style-type: none"> <li>• Teacher Quality and Effectiveness team</li> <li>• CCS Leadership Development</li> </ul> <p style="text-align: right;">J</p>
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<p><b>Board Goal 3</b> Assist all districts in anticipating and responding to current and future challenges and trends in education, including professional development for teachers and other school personnel, with special attention to small districts.</p>	<p><b>Specific Result (SR) or Key Activity</b> <i>A measurable, observable or demonstrable end result of a series of actions.</i></p>	<p><b>Long Term Impact or Desired Outcome (why engage in this work?)</b></p>	<p><b>Expected Annual Progress towards Long-term Impact or Desired Outcome (What is expected to be accomplished this year?)</b></p>	<p><b>Progress</b></p>	<p><b>Evidence</b></p>
<p><b>Strategy</b> We will transform our use of resources and create partnerships to accelerate learning for all students and eliminate the opportunity gaps that are barriers to achievement.</p>	<p><b>SR 3.1</b> Develop a comprehensive Trauma-Informed Care training program supported by curriculum that is easily adapted to serve a wide range of audiences. This will provide uniform access to, students, school staff, parents, and community members.</p>	<p>By 2020, school campuses will be trauma-informed, responding to student social and emotional needs through a trauma-informed lens. The long-term effect and impact of trauma-informed schools will be increased student engagement and achievement and a decrease in discipline.</p>	<p>By the end of the 2015-16 school year, we will have an increased number of school site, district and SDCOE staff, as well as external stakeholders, trained and using the TIPS curriculum, as noted by the following:</p> <ol style="list-style-type: none"> <li>1. Train representatives from 30-32 of the 42 San Diego County school districts in at least one Student Support Services TIPS trainings.</li> <li>2. Train one (1) internal SDCOE unit in TIPS training.</li> <li>3. Train one (1) external stakeholder in TIPS training.</li> <li>4. Survey training participants six weeks post-training to determine if respondents have utilized components of TIPS training.</li> <li>5. Analyze survey results and feedback provided; make training adjustments as necessary.</li> </ol>	<p></p>	<ul style="list-style-type: none"> <li>• Representatives from the following 17 school districts have been trained in Trauma Informed Practices for Schools:             <ol style="list-style-type: none"> <li>1. Chula Vista</li> <li>2. Escondido Elementary</li> <li>3. Escondido High School</li> <li>4. Grossmont</li> <li>5. Jamul-Dulzura</li> <li>6. La Mesa-Spring Valley</li> <li>7. Lakeside</li> <li>8. Mountain Empire</li> <li>9. Poway</li> <li>10. San Diego Unified</li> <li>11. San Marcos</li> <li>12. San Pasqual</li> <li>13. Santee</li> <li>14. South Bay</li> <li>15. Sweetwater</li> <li>16. Vista</li> <li>17. Warner</li> </ol> </li> <li>• All Migrant</li> </ul>

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			<p>The short-term impact will be measured by surveying the participants to gauge how they have incorporated the training skills into their work with students.</p>		<p>Education Staff have been trained in Trauma Informed Practices for Schools.</p> <ul style="list-style-type: none"> <li>• The majority of FYHES staff have been trained with remaining staff to be trained in December 2015.</li> <li>• Trainings in Trauma Informed Practices for Schools with Voices for Children and Ed Ladder are being scheduled.</li> <li>• Surveys have been sent to training participants.</li> <li>• A meeting is being scheduled for January 2016 to review all trauma curricula and determine the best model to promote department-wide.</li> </ul>
	<p><b>SR 3.3</b> Provide countywide trainings in “Youth Mental Health First Aid USA” (YMHFA).</p> <p>YMHFA trainings will target school teams consisting of, administrators, counselors, classified and certificated employees.</p>	<p>By 2020, participating districts across San Diego County will have a cadre of staff trained in the fundamentals of Youth Mental Health First Aid (YMHFA). Additionally, the number of trainers for YMHFA will have grown from low single digits to double digits. Finally, the number of youth in crisis due to mental health issues being referred for support will grow.</p>	<ol style="list-style-type: none"> <li>1. 250 district staff members will be trained in YMHFA.</li> <li>2. Three (3) SDCOE staff will be trained to train for YMHFA.</li> <li>3. Develop a process for making mental health referrals and pilot a tracking tool to monitor mental health referrals that come as a result of YMHFA training.</li> </ol>		<p>As of November 2015:</p> <ul style="list-style-type: none"> <li>• 103 individuals have been trained in YMHFA</li> <li>• 13 school districts have been trained in YMHFA</li> <li>• 41 schools have been trained in YMHFA</li> <li>• 2 SDCOE staff are now Trainers-of-Trainers in</li> </ul>


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					YMHFA Quotes from local companies are being evaluated for mobile tracking applications.
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	<p><b>SR 3.4:</b> Facilitate analyses of high schools' practices to determine the degree to which all students are provided equitable access in successfully preparing for college and career with an emphasis on underrepresented student groups.</p>	<p>By June 30, 2020, San Diego County high schools will have effective and consistent systemic beliefs and practices in service of equitable student access to college and career readiness through analysis of high-leverage indicators. Ongoing analysis of these indicators will occur at high schools throughout the county. High schools will develop and implement an action plan that addresses high leverage focus areas to increase and maintain equity and access for underrepresented student groups.</p>	<ol style="list-style-type: none"> <li>1. Identify Research Indicators/Metrics             <ol style="list-style-type: none"> <li>a. A-G Eligibility</li> <li>b. CTE certification/pathway completion</li> <li>c. Graduation rates</li> </ol> </li> <li>2. Examine and research current protocols and practices for analyzing student access to college and career success</li> <li>3. Synthesize findings to develop an application/pilot identifying high-leverage practices/tools that can be replicated on a small scale to quantify current reality and begin to identify resources and best practices.</li> <li>4. Analyze findings: review results to identify areas of strength and weakness in equitable student access.</li> <li>5. Design and host a High School Equity Network to share best practices for measuring, monitoring, and improving equitable student access to college and career success.</li> </ol>		<p>Completed: Identified high leverage indicators and metrics:</p> <ul style="list-style-type: none"> <li>• A-G Eligibility – Schools' Capacity, Access to Enrollment and Completion Rates</li> <li>• CTE - Certification/Pathway Completion – Integration with A-G courses</li> <li>• Graduation Rates – Diploma graduate on time, GED, Certificate of Completion and CA High School Proficiency Exam</li> </ul> <p>In Progress:</p> <ul style="list-style-type: none"> <li>• Researching &amp; examining protocols and practices for analyzing student access to college &amp; career success pathway</li> </ul> <p>Initiated discussion and planning with Oceanside and Ramona Unified to conduct A-G audit protocol at 5 high schools in January 2016</p>
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	<p><b>SR 3.5:</b> (A) Research and identify the critical academic and social indicators that are predictors for college and career readiness and (B) develop practices for monitoring and (C) strategies for intervention.</p>	<p>The strategic team will increase countywide college and career readiness, and postsecondary entrance and persistence rates when districts have a common understanding of the educational pipeline students must navigate to be college and career ready, systematic ways of monitoring students' progress through the pipeline, along with effective practices and interventions when students need additional support to stay on track.</p>	<ol style="list-style-type: none"> <li>1. Research and identify the critical academic and social indicators that are predictors for College and Career Readiness; find examples/models/practices in local districts.</li> <li>2. Write and share draft white paper during spring Achievement Gap Task Force Forum and gather feedback from participants.</li> <li>3. Develop, publish, and deliver to districts a working paper that outlines what the predictors are, how they are defined in the literature, what resources are associated with each, and any lessons from the field.</li> <li>4. Gather potential tools, resources, and begin forming partnerships with other organizations for monitoring critical academic and social indicators.</li> <li>5. Develop a needs assessment survey to determine what districts need in terms of professional development around the critical indicators.</li> <li>6. Provide summary of needs assessment findings and draft white paper (from step 1) to all Learning and Leadership units to make connections between the needs assessment results,</li> </ol>		<p>Research and drafting of the white paper indicating the critical academic and social indicators is underway - and on track to share during the Spring AGTF meeting.</p> <p>Gathering of potential tools, resources and formation of partnerships has begun - in the early stages - and on-track for completion. We will be piloting a resource that links 10 years of students to post-secondary education and administering a senior exit survey.</p> <p>The development of a needs assessment survey has begun and is on-track for completion.</p>
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			critical indicators research, and current workshop objectives.		
	<p><b>Key Activity:</b> Ensure small school district leaders have the necessary resources to implement a digital citizenship plan for their schools/district.</p>	<p>As technology users in the computer/digital age, students in the small school districts will be prepared with the norms of appropriate, responsible technology use to ensure good citizenship in their overall experience of navigating the online world.</p>	<p>Through a Digital Citizenship Educator's Course training provided by SDCOE ITS staff, 7-8 of the 14 small school districts will have at least one trained leader(s) to facilitate the design and implementation of a digital citizenship training program at their school/district.</p>		<p>11 Small districts participating in the September and October cohorts:</p> <ol style="list-style-type: none"> <li>1. <i>Alpine USD</i></li> <li>2. <i>Bonsall USD</i></li> <li>3. <i>Borrego Springs USD</i></li> <li>4. <i>Cardiff SD</i></li> <li>5. <i>Dehesa SD</i></li> <li>6. <i>Jamul-Dulzura SD</i></li> <li>7. <i>Julian UHSD</i></li> <li>8. <i>Mountain Empire USD</i></li> <li>9. <i>San Pasqual USD</i></li> <li>10. <i>Spencer Valley SD</i></li> <li>11. <i>Warner USD</i></li> </ol> <p>The following districts have <u>completed</u> the course and have a Digital Citizenship Implementation plan in place:</p> <ol style="list-style-type: none"> <li>1. <i>Bonsall USD</i></li> <li>2. <i>Borrego Springs USD</i></li> <li>3. <i>Cardiff SD</i></li> <li>4. <i>Julian UHSD</i></li> <li>5. <i>Warner USD</i></li> </ol> <p>Course samples from Warner USD:</p> <ul style="list-style-type: none"> <li>• <a href="#">Warner Digital Citizenship Implementation Plan</a></li> <li>• <a href="#">Warner Digital Citizenship Website Vision Statement</a></li> <li>• <a href="#">Warner Student Digital</a></li> </ul>



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					<a href="#">Life Survey</a> • <a href="#">Warner Community Outreach Plan</a>
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<b>Board Goal 4</b> <b>Increase parent, business, and community participation in schools and build public confidence and trust in public education.</b>	<b>Specific Result (SR) or Key Activity</b> <i>A measurable, observable or demonstrable end result of a series of actions.</i>	<b>Long Term Impact or Desired Outcome (why engage in this work?)</b>	<b>Expected Annual Progress towards Long-term Impact or Desired Outcome (What is expected to be accomplished this year?)</b>	<b>Progress</b>	<b>Evidence</b>
<b>Strategy</b> We will develop and implement means to ensure global workplace readiness for all students.	<b>SR 4.1</b> Using the online LCAP tool, common services and actions from districts' LCAPs are identified and prioritized. Professional learning and technical assistance offerings are designed to address district services and actions to accelerate student growth.	The online LCAP tool will be used to determine and prioritize common services and actions from district LCAPs. Use of the online tool will allow SDCOE divisions to tailor services to districts based upon the information in their LCAPs. By leveraging services we will improve ability to build capacity; foster district networking; and offer professional learning regionally based upon common needs.	Create a protocol for the use of the LCAP online tool (who, what, and how the online tool should be used, sharing data with outside agencies).  Review and refine "search" of actions and services to gather data about the effectiveness of the search engine.		The actions and services for all 42 districts in San Diego have been entered into the online tool  The draft of the protocol for online tool use is in draft form; once completed each member of 4.1 team will present the protocol to their divisions/units to pilot the use of the online LCAP tool  Feedback will be used to refine and further develop aspects of the tool and its use
	<b>SR 4.2</b> Create and implement an Information Technology (IT) Academy program that provides career and technical training for students interested in IT.	San Diego county students obtain employment in Information Technology careers by obtaining IT related certifications/college credits.	1. Develop and expand collaboration/articulation/partnership with San Diego community colleges in IT pathways programs for high school students. MOUs ready for any district to use as a model when participating.		Full partnership established with San Diego City College. Fully executed MOU in place for JCCS. Successful launch with JCCS students (38) enrolled for dual credit (HS and College) in certification program. Cohort to continue in Winter semester as

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			<p>2. Distribute SDCOE-developed IT Roadmap document to San Diego high school districts.</p> <p>3. Continue to research and refine A-G approval plan for IT courses. Research other IT courses that have received A-G status.</p>	<p>well as new cohort tentatively in place for February start including new participation with King Chavez and Health Sciences High and Middle College students.</p> <p>IT Roadmap document distributed to local districts including Vista, San Marcos, JCCS and HSHMC as well as Riverside County Office of Education. It will be linked and available on ITS website/ Superintendent' Portal under Ed Technology section.</p> <p>Full year CTE IT Essentials Culver City High School approved for UC a-g (g) status in collaboration with local community college. Contact with Culver City initiated. Course descriptor/modules received for our review.</p>
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	<p><b>SR 4.3</b> Support districts in understanding and developing systems to monitor and evaluate whether students are college and career ready with particular attention to the development of comprehensive and achievable metrics.</p>	<p>Districts have clearly-defined metrics and have systems to evaluate progress and adjust practices based upon results.</p>	<ol style="list-style-type: none"> <li>1. Identify and develop resources and models to support district development of LCAP outcomes and metrics</li> <li>2. Design and offer professional development workshops focused on outcomes/metrics and monitoring systems</li> <li>3. Launch Program Evaluation Institute</li> </ol>		<p>A tool based on a logic model is under development and has been piloted with one district to help them review the metrics and actions and services in their LCAP.</p> <p>Metric development district workshops are scheduled for 1/14/16 &amp; 2/3/16 with anticipated participation of 15-20 San Diego districts.</p> <p>The pilot Program Evaluation project has completed 3 out of 5 group professional learning days with corresponding on-site coaching completed with 9 districts with a total 31 participants.</p> <p>The second Program Evaluation Institute will launch spring 2016, focused on English Learner program evaluation. 6 districts are expected to participate.</p>
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	<p><b>SR 4.4:</b> Through the development of robust partnerships between K12, community colleges and industry, and by adopting a common vision for career pathways, we will support San Diego students in attaining employment in high-skill, high-wage, high-demand industry sectors.</p>	<p>20,000 San Diego County students will be enrolled in K14 career pathways in the three industry sectors identified in the CA Career Pathways Trust grant program: clean energy, information and communication technologies, and advanced manufacturing. These career pathways will: 1) meet agreed upon standards of quality; 2) be supported by robust partnerships between K12, community colleges, and industry; 3) result in the successful transition to and success in postsecondary education; and 4) result in employment in high skill, high wage, high demand industry sectors.</p>	<ol style="list-style-type: none"> <li>1. Meet with Pathways Workgroup chairs to develop an action plan. Develop protocol for idea generation and research, as well as synthesizing and writing.</li> <li>2. Assemble stakeholders to engage in developing criteria to define quality career pathways.</li> <li>3. Synthesis group meets to develop final draft document; distribute final draft document to stakeholders for vetting.</li> <li>4. Develop a guiding document outlining San Diego County's vision of high quality career pathways, including work-based learning experiences, in order to strengthen partnerships and regional alignment of career technical education programs.</li> </ol>		<p>Met with Pathways Workgroup chairs to develop an action plan.</p> <p>Developed protocols and identified groups for idea generation and research, as well as synthesizing and writing.</p> <p>Assembled Pathways Workgroup on two occasions to research and develop attributes, components and elements to define quality career pathways.</p> <p>Initial set of attributes, components and elements that define quality pathways generated by Pathways Workgroup and categorized by synthesis group, which includes members of SDCOE and the Pathways Workgroup.</p> <p>Timeline milestones identified for vetting and completion of document by August 2016.</p>
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	<p><b>Key Activity:</b> Ensure partnerships with parents and families positively impact student achievement as demonstrated through the LCAP.</p>	<p>JCCS improves as a trusted partner with parents and families to increase our instructional capabilities and support our students.</p>	<p>100% of schools will offer at least 4 parents/family involvement events* with at least 40% of their parents/families responding to post event survey with reflection with “effective” or “exemplary.”</p> <p>*Event is defined as any opportunity for participation e.g., Skype session, survey, parent/family support group, parent/family classes, volunteering, graduation, etc.</p>	<p></p>	<p>JCCS Parents have participated in annual Title I Meetings, Open Houses and School Site Council Meetings at San Pasqual Academy, Monarch School, Community Schools and Court Schools.</p> <p>The JCCS Parent Family Engagement Team has collaborated with SDPD to facilitate parent and family learning in the Families in Motion diversion program. The team has also collaborated with Words Alive to develop family literacy programs for JCCS parents and students.</p>
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<b>Board Goal 5</b> <b>Maximize human and operational resources to improve the quality, efficiency and cost-effectiveness of school districts and the County Office.</b>	<b>Specific Result (SR) or Key Activity</b> <i>A measurable, observable or demonstrable end result of a series of actions.</i>	<b>Long Term Impact or Desired Outcome (why engage in this work?)</b>	<b>Expected Annual Progress towards Long-term Impact or Desired Outcome (What is expected to be accomplished this year?)</b>	<b>Progress</b>	<b>Evidence</b>
<b>Strategy</b> We will optimize organizational practices, multi-directional communications and supports to employees to attract and retain a workforce that is able to effectively achieve our mission and objectives.	<b>SR 5.1</b> MITI will accomplish the deployment of the Oracle/PeopleSoft Financials in 19 local educational agencies (LEAs) and 8 for Human Capital Management. In conjunction with the HCM and Financials deployments, MITI will configure the Oracle/Hyperion Public Sector Planning and Budgeting solution at 10 LEAs.	The goal of Phase 1 of the MITI project is to replace Legacy Finance and Payroll/Personnel with the PeopleSoft applications that provide core functionality comparable to existing capabilities. The target completion date is Spring 2017.	Successfully deploy 19 LEAs on the Oracle/Peoplesoft Finance Solution. Successfully deploy 8 LEAS on the oracle/peoplesoft HCM solution Successfully configure Oracle/Hyperion for 10 LEAs.		We have implemented 5 districts on Oracle/PeopleSoft Financials and configured sandboxes for 8 districts in Oracle PeopleSoft HCM scheduled for go-live on January 1, 2016. We also have configured and begun training for Oracle/Hyperion for 11 districts.
	<b>SR 5.1a</b> Create and implement a post implementation team project plan for supporting deployed districts on Oracle/Peoplesoft Financials and HCM to improve the PS experience for client districts.	Local education agencies have successfully implemented Oracle Financials and HCM systems. Fifty percent of implemented districts have participated in outreach activities.	<ul style="list-style-type: none"> <li>Conduct district site visits and outreach activities to identify needs and required remediation.</li> </ul>		<ul style="list-style-type: none"> <li>26 site visits to 11 of the 24 live districts covering Purchasing, Inventory, Receiving, Payroll processing, Absence Management, HR, Time &amp; Labor and General Ledger processing &amp; suspense. This is 46% of the live districts</li> <li>Ongoing meetings with Retirement</li> </ul>


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					<p>and Payroll Audits to identify, understand / implement requirements as well as consultation with staff to increase their knowledge of PeopleSoft system and processes</p> <ul style="list-style-type: none"> <li>• Other site support via phone support and Heat ticket research / resolution to all 24 live districts. This support touched every area of MITI Project such as Configuration, Open Enrollment, Salary Updates / Retros, Best Practices, how to in system, query explanation / development, Excel to CI timesheet processing and problem research / resolution.</li> <li>• Attended training classes to observe individual district support needs</li> </ul>
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			<ul style="list-style-type: none"> <li>Establish a baseline metric for measuring the PeopleSoft experience.</li> <li>Establish PeopleSoft User Group for districts to share information.</li> </ul>		<ul style="list-style-type: none"> <li>Attended Finance go live Open Labs to assist with questions and to gain knowledge of districts that may need more support.</li> <li>CRC established a session with districts to provide input on training schedule</li> <li>Second implementation survey will be sent to Group 3 Finance districts to be compared against the first survey</li> <li>User Group establishment and meeting kickoff with 115 user in attendance from 19 districts.</li> <li>7 ListServes were established per request for various User Groups</li> </ul>
	<p><b>SR 5.2a</b> Develop and implement strategies and methods to optimize SDCOE's digital content/information management systems.</p>	<p>By 2020 SDCOE will be disposing of records in accordance with the law, resulting in a reduction of costs for off-site records storage and allowing public records</p>	<p>1. Establish baseline measurements for storage costs and time to fulfill records requests.</p>		<p>Fulfillment data from HR, Commercial Warrants, and Risk Management has been obtained.</p>


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		requests to be fulfilled quickly.	<ol style="list-style-type: none"> <li>2. Develop an assessment tool to request information about what critical records are held in the organization and identify the custodians of those records.</li> <li>3. Guidelines are developed to address the different records, needed retention policies, and sync'd with Administrative Regulations as needed.</li> <li>4. Establish an onboarding module for new and current employees. Develop a records retention training for staff handling sensitive records</li> </ol>		<p>An assessment tool has been developed. A list of record custodians has also been established. The assessment tool must be sent to the custodians by the Asst. Superintendents or Communications.</p> <p>The guidelines will be developed once we have analyzed the data from the assessment tool and after the new Records Retention Manual from CASBO has been released.</p> <p>51 staff members have been identified as being custodians of records ranging from accounting to vocational education.</p> <p>A Survey Gizmo assessment has been developed.</p>
	<b>SR 5.2b</b> Develop and implement strategies and methods to optimize JCCS' digital records management systems.	By 2020 JCCS will have a records retention, archive policies, and procedures in place enabling 100% of student records to be stored and accessed electronically eliminating the need for paper.	<ol style="list-style-type: none"> <li>1. Records retention policy is developed and adopted.</li> <li>2. Inventory of paper JCCS student records at all locations, including storage facilities conducted.</li> </ol>		<p>JCCS policy established.</p> <p>5 of 9 sites reported 4 more to follow.</p>

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			<p>3. Identification of funding source for clean-up of historical records and on-going record archiving.</p> <p>4. Train JCCS staff to utilize electronic records, to scan and archive documents, and apply appropriate records retention.</p>	<p>Funding in allotments received as needed from SLT.</p> <p>Guide sheet created with instructions of which records need to be maintained (posted on Google Docs).</p> <p>A total of 1386 boxes of records have been processed.</p>
	<p><b>SR 5.3a</b> Develop and implement innovative, high quality employee development program that improves employee competency and capacity throughout the organization.</p>	<p>SDCOE will have a fully-trained and engaged workforce to deliver quality service to SDCOE clients.</p>	<p><b>EDGE program</b></p> <ul style="list-style-type: none"> <li>Review historical documents on course offerings</li> <li>Develop framework for potential EDGE offerings using strands</li> <li>Develop communication strategy for employee input</li> <li>Develop an EDGE Advisory Team from a cross-section of organization</li> <li>Develop course catalog</li> <li>Coordinate logistics for EDGE offerings</li> <li>Offer 3-5 trainings in each strand</li> <li>Obtain feedback from initial EDGE offerings</li> </ul> <p><b>Implement and evaluate</b></p>	<p></p> <p>All of the activities leading up to the 3-5 trainings have been completed.</p> <p>The first offering is StrengthsFinder – Strengths Based Institute which was offered on November 16-17 to a cohort of 40 staff. It is currently being rolled out to the rest of the organization.</p> <p>The pilot for the New Talent Orientation is schedule for Friday, January 22, 2016 with</p>

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			<p><b>onboarding program for new employees</b></p> <ol style="list-style-type: none"> <li>a. Research best practices for onboarding</li> <li>b. Draft a 1-day onboarding program</li> <li>c. Develop components of each aspect of the onboarding program</li> <li>d. Determine and obtain commitment from presenters for onboarding program</li> <li>e. Coordinate logistics for onboarding program implementation</li> <li>f. Develop tracking system for onboarding and inboarding</li> <li>g. Pilot onboarding program             <ul style="list-style-type: none"> <li>• Pilot first with HR</li> </ul> </li> <li>h. Develop process for inboarding all current staff             <ul style="list-style-type: none"> <li>• Dedicated time for divisions/units</li> </ul> </li> </ol>		<p>HR and the SR 5.3a. After revisions, based on attendee input, the program will be rolled out in mid-February – early March.</p> <p>One of the objectives of the pilot is to determine which aspects of the 1-day program will be appropriate for inboarding.</p> <p>Attendance will be recorded and tracked through the Learning Management System.</p> <p>This item is a byproduct of the efforts above.</p>
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			<p><b>Articulation of desired organizational culture, and behaviors that will help us know when it is being exhibited.</b></p> <ul style="list-style-type: none"><li>a. Research best practices on developing organizational culture</li><li>b. Schedule strategy meetings with 5.3b team to collaborate on development of communication strategy</li><li>c. Determine methods to gather data and information regarding organizational culture</li><li>d. Utilize information to articulate desired organizational culture and behaviors</li><li>e. Share data with leadership for continuous improvement</li><li>f. Embed strategies that support desired organizational culture into EDGE offerings and onboarding program</li></ul>		
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	<p><b>SR 5.3b</b> Develop two-way communication systems that ensure an engaged and informed workforce.</p>	<p>Employees will feel connected to and see themselves in SDCOE's mission, so that we are all working efficiently and effectively to achieve it.</p> <p>Two-way communication is part of the normal, expected work day with tools that are easy to use and provide all of the needed information in an efficient manner.</p>	<p>Redesign Common Ground with input from employees from throughout the organization.</p> <p>Create communications toolkit for team leaders.</p>		<p><u>Redesign Common Ground</u></p> <ul style="list-style-type: none"> <li>• Installed Google Analytics to trends on the current intranet visitation and usage</li> <li>• Researched best practices in intranet design and structure</li> <li>• Gathered data from employees through mini focus groups on what works well about the current intranet and what functionality they would like to see in a new intranet</li> <li>• Developing wireframes and "look and feel" concepts for redesigned intranet</li> </ul> <p><u>Communications Toolkit</u> Researching best practices internally of how managers and teams inspire and engage their teams in order to continue development of the toolkit</p>
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	<p><b>Key Activity:</b> Develop a digital database and implement a plan to systematically review, revise and track board bylaws, board policies and administrative regulations.</p>	<p>To ensure that our Board Bylaws, Policies and Administrative Regulations reflect current law and practice to serve as a resource for our employees and the public.</p>	<p>Database created, calendar created and at least 50 bylaws, policies and/or regulations have been reviewed and/or revised</p>		<p>There have been two meetings of the Policy Committee with a third scheduled on February 1, 2016. So far, 52 Board Policies and Administrative Regulations have been reviewed and/or revised. Of these, 21 Board Policies are completed, 6 are scheduled for 2nd Reading and 4 are tabled. 21 Administrative Regulations have been completed.</p>
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