

Introduction:**Vision:**

The mission of San Diego County Office of Education, as a world class educational leader and trusted partner, is to transform public education and guarantee high levels of student achievement. In partnership with local school districts and the global learning community, we will research and apply innovative 21st century practices; leverage resources; develop strategic alliances; inspire powerful leadership; and provide exemplary customized services to districts, communities and our students in all County Office-operated programs.

Beginning in 2009, the San Diego County Office of Education initiated a five-year strategic planning process connected to the Board goals and strategic objectives. These goals and objectives, which are reviewed annually, are used to frame our work and development of our Local Control and Accountability Plan.

Description of our Base Program:

Our Base Program is funded at a level to ensure that basic conditions of learning are met, including:

1. Teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching
2. Every student has sufficient access to standards-aligned instructional materials
3. There is sufficient classified staffing to support basic school operations
4. School facilities are maintained in good repair

SDCOE Court Schools:

The Court School program provides educational services to the minors incarcerated in the Detention facilities / camps operated by the San Diego County Juvenile Justice System. The San Diego County Office of Education governs the Court School Program. Educational programs are designed to engage and motivate students who may be incarcerated for short or long periods of time. The highly qualified school staff works in conjunction with Probation, County Health and Human Services, and community-based organizations to enable each student to meet individual learning goals. The Court School Program serves approximately 670 students on a daily basis.

SDCOE Community Schools:

SDCOE Community School students in grades K-12 from the 42 school districts throughout San Diego County. The students enrolled in the

Community Schools are considered high-risk and referred based on their current status with their home school district, and/or probation. Reasons for referrals typically include expulsion, chronic truancy, severe behavioral issues, or terms of probationary status. Students in the Community School Program have the opportunity to enroll in middle school, high school coursework, and/or additional coursework for credit recovery and acceleration toward graduation. The Community School Program serves approximately 1,800 students on a daily basis.

SDCOE San Pasqual Academy:

San Pasqual Academy is a first-in-the-nation residential education campus designed specifically for foster teens. The Academy is located in Escondido, CA and provides foster teens with a stable, caring home, a quality, individualized education, and the skills needed for independent living. The 238-acre campus is operated as an inter-agency collaboration, with SDCOE administering the high school, and other agency partners administering the residential and ancillary facilities. The campus features individual family-style homes, an on-site, accredited high school, a cafeteria, an auditorium, recreation fields, a gymnasium, a Health and Wellness Center, a Day Rehabilitation Clinic, onsite health and human services, and a swimming pool. Teens live and learn at the Academy, as they prepare for college and career paths.

SDCOE Monarch School:

Monarch School provides an academic and supportive environment in which any student in San Diego County who is impacted by homelessness will receive a rigorous education and grow personally to become a highly motivated, contributing member of society. The Monarch School serves grades K through 12 and currently have approximately 300 students enrolled. Monarch enjoys a unique partnership with the Monarch Project that provides supplemental services to students and families that creates a community school model of wrap-around services inclusive of mental health, dental, medical, and social. Additionally Monarch school enjoys strong business, parent/family and community collaboration.

Special Education in Court Schools, Community Schools, Monarch School and San Pasqual Academy:

The Special Education Program is administered by the Student Services and Programs Division of the San Diego County Office of Education. The special education program is available to students from any of the 42 school districts in San Diego County and currently provides special education services to students from approximately two-thirds of the districts in our county. The program serves students with disabilities attending school while being detained in juvenile facilities, on probation, or under the jurisdiction of the Health and Human Services Agency. The JCCS Special Education Program provides identification, assessment, and instruction and all necessary IEP related services to students with disabilities in accordance with state and federal laws and regulations governing special education. Due to the nature of these programs, the daily pupil count varies depending on the number of court-ordered placements, but averages around 425 students. The program is staffed with highly qualified teachers, para-educators, school psychologists, and a variety of staff providing designated instructional services.

SDCOE Special Education Programs:

The San Diego County Office of Education (SDCOE) has been providing quality and compliant, special education program services for over four decades. The Special Education Programs operated by SDCOE primarily serve students in four (4) types of placements: Our Juvenile Court and Community Schools, at the Davila Day School for students who are Deaf/Hard of Hearing, the Friendship School for students with moderate to severe disabilities who are also identified as medically fragile, and the North County Academy for students with social-emotional needs.

Davila Day School:

Davila Day School provides educational services to students who are deaf or hard of hearing and reside in the South and East Counties of San Diego. The Davila Day School provides a comprehensive, fully accessible and language-rich learning environment, with equal access to the general education curriculum and standards, along with appropriate enriching curriculum to ensure students who are deaf or hard of hearing, preschool through sixth grade, can achieve their goals and reach their full potential. Davila Day School serves an average enrollment of 47 students for the year. Students attending Davila Day School are served in specialized instructional academic classrooms for students who are deaf or hard of hearing. Davila Day School is staffed with certificated Teachers, instructional assistants, interpreters and additional support staff.

Friendship School:

Friendship School is a five- classroom special education school operated by the San Diego County Office of Education. It serves students from within the South County SELPA. Friendship School serves approximately 50 students ages 3-22 years who have multiple/severe disabilities with health impairments. A special education teacher and two student attendants staff each classroom. Each teacher holds an education specialist credential- moderate/severe. All staff is trained on specialized healthcare procedures. At Friendship School, all students have an Individualized Education Program (IEP) that is tied to the state standards and emphasizes functional skill areas. Students receive related services as needed.

North County Academy:

North County Academy is a special education program that provides research based therapeutic, academic, and behavioral strategies to facilitate positive and lasting change in students. The purpose of this program is to offer services designed to meet the academic and therapeutic needs of students with mental health needs. The school, staffed with both general and special education credentialed staff, serves approximately 70 students with Individual Education Plans from 5th - 12th grades. NCA is comprised of a team of professionals that care about students and strive to create a positive therapeutic environment that supports academic and personal growth.

LEA: San Diego County Office of Education

Contact: Dr Wendell Callahan, Senior Director, wcallahan@sdcoe.net, (858)292-3898

LCAP Year: 2016-17

Local Control and Accountability plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative

response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of*

Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP

Review of 2015-18 LCAP goals and discussion of Spring 2015 Annual Update input process:

District English Learner Advisory Council Meeting – 12/10/15

District Parent Advisory Council Meeting – 12/10/15

LCAP Progress Reports were agendaized at each School Site Council (SSC) Meeting for student, parent and staff input:

Community Schools:

10/29/15

12/14/15

1/11/16

2/16/16

3/7/16

4/11/16

5/2/16

6/13/16

Student Focus Group (January 2016) SDCOE Annual Update Community (Parents, Students and community members) input forums:

Training for LCAP Parent Facilitators: 10/30/15

Court & Community Schools:

11/9/15

12/7/15

12/16/15

1/11/16

1/20/16

Parents and Students

Need to improve social and emotional supports for students an

Need to improve communication between teachers, principals and families

Teachers

Need to improve supports for English Learners Need to improve supports for Mathematics learning

Need to improve social and emotional supports for students an

Need to improve communication between teachers, principals and families

Community and Agency Partners

Continue to integrate services with other schools programs and curriculum where appropriate. For example, feedback from Words Alive indicated a clear interest to collaborate to integrate their support for adolescent literacy development with our high school English-Language Arts curriculum.

Themes from different stakeholder groups included:

Students: Improved access to a comprehensive range of coursework, including electives, CTE, VAPA and UC-approved courses (including Laboratory Science); continued improvement of school food offerings; opportunities to learn outside of school via internships and fieldtrips; better connection to and support to involve parents. Students also noted the importance of a continued focus on using technology as a learning tool and a focus on student attendance. Student expressed support for changes they have seen since we have implemented LCAP, especially our focus on student voice and supporting student autonomy for learning.

Students expressed concern about access to meaningful learning when incarcerated after having graduated high school.

Parents: Importance of more and improved home-school

Monarch School:

11/10/15

4/4/16

5/2/16

Court Schools:

10/28/15

Monarch School:

11/10/15

12/8/15

1/5/16

4/5/16

6/7/16

San Pasqual Academy:

10/21/16

Additional SDCOE LCAP student input forums:

Community Schools:

School Site Council

Focus Group Meetings (May 2016)

Court Schools:

School Site Council and Community Input Forums (see below for dates)

communication, positive behavioral supports, school counseling, wrap-around Early Prevention, Screening, Diagnostic and Treatment (EPSDT) services; willingness and desire to increase involvement at school sites through participation in leadership groups and volunteering. Parents also expressed interest in developing a better understanding of blended learning models in community schools and continue to emphasized the importance of a structured school day. Parents continue to express a strong interest in family learning opportunities at the school sites. Parents expressed support for the continuation of the current LCAP goals, although requested that the wording of the goals be revised to be clearer and more concise.

Teachers: Themes from teacher input were similar to those of students and included improved access to a comprehensive range of coursework, including electives, CTE, VAPA and UC-approved courses; opportunities to learn outside of school via internships; better connection to and support to involve parents. Teachers also noted the importance of a continued focus on professional learning, using technology as a learning tool and a focus on student attendance, and support for English Learners. Teachers identified specific needs for additional supports planning and delivering instruction for English Learners and in mathematics. Teachers also identified needs for continued and more focused support for the implementation of restorative practices and support for positive behavior.

Community Partners: Themes from partner input included strong interest in family literacy, support for English Learners, and personalized learning, alignment of probation department focus on trauma informed practice, reduction of criminogenic needs with the schools focus on restorative practice and positive behavioral intervention and supports.

District Parent Advisory Council and District English Learner Advisory Council: Feedback from these parent leadership groups was used to refine Goal 4 to more specifically address the need for social, emotional and behavioral supports for students. Also, Goal 4, Action E will be continued, "Establish a coherent system of school-based support for students' social, emotional and behavioral health" and will incorporate feedback concerning supports for access to and the continuity of behavioral and general health services started in court

Monarch School:

School Site Council

Weekly student breakfasts throughout school year

Student Leader Panel on Student Voice (October 2015)

San Pasqual Academy (Foster Youth):

School Site Council

San Pasqual Academy (Foster Youth House Parents):

11/4/16

Special Education Schools- LCAP engagement included in all IEP meetings especially as the LCAP relates to school sites goals (i.e. improving attendance, specialized assessments MAP/ SANDI)

Davila Day School:

Special Education Schools- IEP meetings used to discuss LCAP work specific to school sites (i.e. improving attendance, specialized assessments MAP/ SANDI)

SDCOE Annual Update teacher and staff input forums:

Community Schools:

2/6/16

2/12/16

Court Schools:

2/12/16

Monarch School:

2/12/16

schools to be able to continue into community school placements.

A much higher number of Special Education parents, 85 as of February 2016, have participated in discussions about the LCAP since implementing this new system.. Parent suggestions tended to cluster around the particular need of their student, however one item that will continue to be discussed is a request by parents to have a metric on IEP goal attainment.

San Pasqual Academy:

1/15/16

2/12/16

Annual Update community partners input forums:

Monarch Project Board: SDCOE LCAP Progress Discussed at Monthly Project Board Meetings

San Diego County Probation Department: SDCOE LCAP Progress Discussed at Monthly Meetings

Words Alive and UROK: April and May 2016

Presiding Judge of the Juvenile Court: April 2016

2016-19 LCAP Review and Approval:

Monthly LCAP Progress Reports to San Diego County Board of Education, including public comments:

September 2015

October 2015

November 2015

December 2015

January 2016

February 2016

March 2016

May 2016 (two reports, April report rescheduled)

June 2016

District English Learner Advisory Council Annual Update input forum – December 10, 2015

District Parent Advisory Council Annual Update input forum – December 10, 2015

District English Learner Advisory Council 2015-19 Reviewed draft of LCAP– April 15, 2016

District Parent Advisory Council Reviewed draft of LCAP – April 15, 2016

San Diego County Board of Education LCAP Budget Study Session - February 26, 2016

San Diego County Board of Education Public Hearing – May 11, 2016

San Diego County Board of Education LCAP Adoption – June 8 , 2016

Additional Public Meetings:

California State Senate Education Committee LCAP Hearing - February 24, 2016 (SDCOE staff testified about SDCOE LCAP progress and SDCOE support to San Diego County School Districts LCAP development and review).

Annual Update:

Evidence of impact data was collected for all metrics, goals and actions. These impact data were gathered, reviewed and discussed monthly during district advisory meetings (i.e., Tactical Team comprised of administrators, teachers and classified support staff).

Additionally, an analytic workgroup was convened comprised of teachers, classified staff, students, parents and administrators. The analytic workgroup met on February 18, 2016 and used a Grounded Theory Method to analyze parent, staff, student and community input data (based on review of LCAP progress on metrics for each goal) and identify common themes from these input data.

LCAP progress reports were made at monthly board meetings that provided update of progress on goals and implementation of services

Annual Update:

Impact on LCAP

We continue to refine our professional learning program to support the implementation of the district instructional focus to enhance teaching and learning. Additionally, stakeholder input continues to inform the deployment of additional resources and services to directly support student learning in the classroom as well as to support planning for personalized student learning, social and behavioral needs. Additional services and resources will be deployed to sites to support powerful instructional practice and to continue to build professional capacity to expand and deepen learning opportunities in and out of the school building.

and actions. Voices from the field, program monitoring data and evidence of student learning aligned to LCAP goals were included in the reports.

An online survey was opened in September 2015 and has been sent twice monthly to teachers, staff and administrators. A public online survey is also linked to the SDCOE website and asked stakeholders to rate SDCOE progress on LCAP goals and included an open-ended item for additional comments. During November and December of 2015; and January and February 2016, community input and staff forums were convened and included the following:

-Overview of the LCFF and LCAP

-Review of SDCOE progress on LCAP goals to date

-Facilitated small group discussions based on these guiding questions:

What are we learning about how to improve support for students through the implementation of our goals and actions?

Where do gaps remain between student needs and services, and what priority actions will close these gaps?

What will our schools look like once we have achieved these goals?

As of 4/26/2016, stakeholder participation in our live (in person) LCAP annual review processes has included:

Parents n=155 (including parents of Low Income Pupils, English Learners and Foster Youth House Parents)

Teachers n=138(from each SDCOE School Site – Court Schools, Community Schools, Monarch School, San Pasqual Academy and Special Education Programs).

Classified Staff n=55

Administrators n=18

Community and Agency Partners n=32

Students n=58 (including Low Income Pupils, English Learners and

Feedback from parents, students, staff and partners support the continued development and implementation of innovative learning models in our schools and also identify specific support for the current LCAP goals with greater emphasis on expanded learning opportunities for students and parents. Specifically, parents and teachers identified the need for additional support for unduplicated pupils with a focus on English learners and strategies to support parents in working with their students on the Common Core State Standards. Parents and school board members requested that LCAP goals be stated using clearer and more concise language. Parents also identified needs including: more home-school communication, continued support for student social-emotional needs and positive behavioral supports in each of our schools and classrooms. Teachers also identified the need for additional support for implementation of restorative practices, innovative mathematics instruction and support for English Learners. Additionally, teachers, administrators and support staff identified planning time and the development of additional organizing structures and team processes to deepen delivery of instruction and to streamline the effective delivery of support services.

We will continue to share progress and gather input from stakeholders at regular intervals to inform our improvement process. Information will be discussed and shared at leadership and advisory meetings as well as monthly board presentations and via other public communications.

Foster Youth).

Stakeholder responses to each discussion question were compiled from charting completed during each meeting. The compiled responses were reviewed and analyzed for common themes and were used to inform the continuation and revision goals and actions.

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and

concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	Goal 1. We will create rigorous learning environments that support positive behavior through ensuring high quality teaching and incorporating supports to ensure student success.		Related State and/or Local Priorities: X 1 _2 _3 _4 X 5 X 6 _7 _8 COE only: _9 _10 Local: N/A
Identified Need:	<ul style="list-style-type: none"> • Student attendance rates in the community schools are consistently below 90% resulting in decreased academic performance. Attendance rates have improved to over 90% in San Pasqual Academy and Monarch School. • Due to the nature of the school programs, stakeholder engagement, parent involvement in the educational progress and student voice continue to be areas in need of development. • Negative student behaviors that impact student learning and the learning environment continue to be an area that many campuses are continuing to address, local and CALPADS data examined demonstrates a decrease in student offenses resulting in suspension. • Student academic readiness and the ability to engage in rigorous grade level instruction is impacted by student mobility rates and necessitate a reconfiguration of the traditional instructional model. • Engaging students in the learning environment continues to be an area of need to promote student connectedness and the development of an engaging and safe school climate. 		
Goal Applies to:	Schools:	All	
		Grades: All	
	Applicable Pupil Subgroups:	Foster Youth, Low Income Pupils, Redesignated fluent English proficient, Other (Expelled Students), English Learners, Students with Disabilities, Homeless	
LCAP Year 1			
Expected Annual Measurable Outcomes:	<p>1A. To increase student academic achievement, SDCOE desires to increase the rate of student attendance through a reduction in chronic absenteeism. All community school (including SPA and Monarch) students will attend school at least 90% of the time. Community Schools have not yet exceeded 90% and have a YTD attendance rate of 82%. SPA and Monarch have baseline attendance above 90% at the conclusion of the 2016-2017 school year.</p> <p>1B. SDCOE will increase pupil engagement and decrease chronic absenteeism by ensuring that less than 25% of community school (including SPA and Monarch) students will have 10 or more days absent during the school year.</p> <p>1C. To address the continued engagement and support of students with disabilities, SDCOE will increase positive</p>		

attendance for students with disabilities. There will be a 1% reduction in the percentage of students with disabilities accumulating 15 days or more absent. This is in consideration of health issues as noted in the IEP.

1D. SDCOE demonstrated an increase in the number and percentage of suspension incidents from 2014-2015 from 305 incidences at a rate of 3.8% to a total of 315 suspension incidences at a rate of 4.3%. SDCOE suspension incidents will decrease by 0.5% in 2016-2017. The number of expulsion incidents will continue to be at a level of 0.0% due to the nature of the County programs.

County-Offices of Education operate schools designated to serve student expelled from local school districts. Consequently, SDCOE does not make a practice of expelling student, instead opting to refer students to other more appropriate school placement alternatives. As a result, the Expulsion Rate metric published by CDE for SDCOE has been unchanged at 0 for the past three years.

1E. Increase the number of students who stay in programs leading to high school graduation by 2% over the baseline data for 2014-2015 of 80% of all students graduating.

Graduation rates for unduplicated student groups will increase by 3% over the baseline for each group to make positive growth towards addressing disproportionality in achievement.

There are significant gaps in the graduation rate of unduplicated student groups.

SDCOE English Learner student graduation rates were 59% in 2014 and 61% in 2015.

SDCOE Socioeconomically disadvantaged student group graduation rates were 71% in 2014 and 71% in 2015.

SDCOE Students with disabilities group graduation rates were 58% in 2014 and 60% in 2015.

The California Department of Education does not publish dropout rate calculations for schools that are operated by County Offices of Education because of constraints in interpreting these calculations for schools with high student mobility. Therefore, middle school dropout rates and high school dropout rates are not included in the SDCOE LCAP as metrics.

1F. All students will have access to safe, well-maintained learning environments as evidenced by a score of "Good" or better on the FIT/Williams facilities inspection

1G. The percentage of students scoring Moderate and High on the Resilience: School Environment and the School Connectedness Indicators on the California Healthy Kids Survey will increase 2% from the 2014-15 baseline.

1H. Maintain the number of correctly assigned and credentialed teachers to 100% across all SDCOE campuses.

1I. All students will continue to have access to standards-aligned instructional materials as validated by site based records

and Williams instructional materials reporting.

1J. SDCOE will continue to maintain a middle school dropout rate of 0.0% for all students.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Goal1.Action.A.</p> <p>In order to provide all SDCOE students with a high quality education, we will continue to implement staff and site realignment to address the range of student needs. To ensure the provision of appropriately credentialed and qualified teachers, we will continue to augment site based staffing and provide reassignments to ensure an appropriate match of staff with the needs of students at each site. Additionally, staffing and supports will be provided through the allocation of funds to support:</p> <ul style="list-style-type: none"> • Additional certificated staffing to maintain appropriate classroom instructional ratios • Additional classified employee supports to increase supervision and classroom supports for all students • Internal and external training and support provided to ensure high quality professional learning and support for all staff. • High quality standards-aligned instructional materials for every student to ensure access to a rigorous standards-aligned instructional program. 	<p>Districtwide</p> <p>Community Schools</p> <p>Court Schools</p> <p>Monarch School</p> <p>San Pasqual Academy</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless X Other (Expelled Students)</p>	<p>Total S/C = \$4,281,670</p> <p>S/C Grant</p> <p>Certificated Salary/Benefits \$2,320,025</p> <p>Classified Salary/Benefits \$1,891,145</p> <p>Books & Supplies \$28,000</p> <p>Services & Other Operating Expenses \$42,500</p> <p>Instructional materials funded out of Base</p>

<p>Goal1.Action.B.</p> <p>To increase the quality of SDCOE educational programs, the leadership team and staff from each site will engage in the analysis and refinement of systems, structures, processes and logic models to meet the needs of our diverse student population.</p> <p>Supports and structures will be developed to: Continue to establish an instructional culture of high expectations to increase the access of all students to a rigorous instructional program that incorporates learning walks, learning targets and success criteria for students, and personalized learning plans for staff.</p> <p>Implement professional services from external support providers to build leadership capacity, instructional leadership, and the implementation of high quality first instruction with a particular focus on the needs of English Learners and students with disabilities to increase the success of all SDCOE students</p>	<p>Districtwide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input checked="" type="checkbox"/> Other (Expelled Students)</p>	<p>Total S/C = \$446,150</p> <p><i>Total Title I = \$144,100</i></p> <p>Certificated Salary/Benefits \$97,150 (S/C)</p> <p>Classified Salary/Benefits \$99,000 (S/C)</p> <p>Services & Other Operating Expenses (Title 1) \$144,100</p> <p>Capital Outlay \$250,000 (S/C)</p>
--	--	---	--

<p>Goal1.Action.C.</p> <p>To increase equity and access through the allocation of student support staff, student data systems, technological support, and enhanced transportation access for all SDCOE students to achieve at high levels, we will:</p> <ul style="list-style-type: none"> • Research, identify, and implement structures and processes to support personalized learning, monitor student academic achievement. Including: monitoring academic, social/emotional and behavioral success of foster youth, students with disabilities, homeless students as well as English Learner and RFEF students. • Professional learning and policies to support the instructional staff and special education staff in assessing and monitoring the progress of students with disabilities in making adequate progress toward meeting IEP benchmarks and goals. 	<p>Districtwide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <hr/> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Students)</p>	<p>Total S/C = \$1,448,700</p> <p>Total Title I = \$142,00</p> <p>Classified Salary/Benefits \$1,021,600 (S/C), \$125,000 (Title I)</p> <p>Services & Other Operating Expenses \$427,100 (S/C), \$17,000 (Title I)</p>
<p>Goal1.Action.D.</p> <p>To improve school structures and systems for addressing the social/emotional and behavioral needs of all students SDCOE will implement professional learning to Increase the ability of adults to support students in developing agency and self monitoring behaviors.</p> <p>Through the implementation districtwide of:</p> <ul style="list-style-type: none"> • Positive Behavior Intervention and Supports (PBIS) • Trauma Informed Care • Restorative Practices 	<p>All Schools</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <hr/> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Students)</p>	<p>Total S/C = \$ 87,000</p> <p>Classified Salary/Benefits \$87,000 (S/C)</p>

LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p>1A. To increase student academic achievement, SDCOE desires to increase the rate of student attendance through a reduction in chronic absenteeism. All community school (including SPA and Monarch) students will attend school at least</p>
--	---

91% of the time an increase of 1% over the 2016-2017 expected baseline. Community Schools have not yet exceeded 90% and have a YTD attendance rate of 82%. SPA and Monarch will have baseline attendance above 91% at the conclusion of the 2017-2018 school year.

1B. SDCOE will increase pupil engagement and decrease chronic absenteeism by ensuring that less than 24% of community school (including SPA and Monarch) students will have 10 or more days absent during the school year demonstrating a 1% decrease in the percentage of students chronically absent from school.

1C. SDCOE will increase positive attendance for students with disabilities. There will be an additional 1% reduction in the percentage of students with disabilities accumulating 15 days or more absent during the 2017-2018 school year demonstrating a minimum of 2% reduction in this metric from 2016-2018.

1D. SDCOE suspension incidents will decrease by an additional 0.5% in 2017-2018 school year for a total 1% decrease over two years resulting in a percentage of 3.3% or less. The number of expulsion incidents will continue to be at a level of 0.0% due to the nature of the County programs.

County-Offices of Education operate schools designated to serve student expelled from local school districts. Consequently, SDCOE does not make a practice of expelling student, instead opting to refer students to other more appropriate school placement alternatives. As a result, the Expulsion Rate metric published by CDE for SDCOE has been unchanged at 0 for the past three years.

1E. Increase the number of students who stay in programs leading to high school graduation by an additional 1% demonstrating an overall increase of 3% over the course of two years (2016-2018). Graduation rates for unduplicated student groups will increase by an additional 2% over the baseline from 2016-2017 for each group to make positive growth towards addressing disproportionality in achievement.

There are significant gaps in the graduation rate of unduplicated student groups.

SDCOE English Learner student graduation rate is to be at or above 65% by the end of the 2017-2018 school year.

SDCOE Socioeconomically disadvantaged student group graduation rate is to be at or above 75% by the end of the 2017-2018 school year.

SDCOE Students with disabilities group graduation rate is to be at or above 64% by the end of the 2017-2018 school year.

The California Department of Education does not publish dropout rate calculations for schools that are operated by County Offices of Education because of constraints in interpreting these calculations for schools with high student mobility. Therefore, middle school dropout rates and high school dropout rates are not included in the SDCOE LCAP as metrics.

1F. All students will have access to safe, well-maintained learning environments as evidenced by a score of "Good" or better on the FIT/Williams facilities inspection.

1G. The percentage of students scoring Moderate and High on the Resilience: School Environment and the School

	<p>Connectedness Indicators on the California Healthy Kids Survey will increase 2% from the 2014-15 baseline.</p> <p>1H. Maintain the number of correctly assigned and credentialed teachers to 100% across all SDCOE campuses.</p> <p>1I. All students will continue to have access to standards-aligned instructional materials as validated by in California Education Code and as validated by annual instructional materials sufficiency resolution.</p> <p>1J. SDCOE will continue to maintain a middle school dropout rate of 0.0% for all students.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Goal1.Action.A.</p> <p>In order to continue providing all SDCOE students with a high quality education, we will continue to review staffing trends and patternea to determine if further alignment of staffing is needed in the 2017-2018 school year. We will continue to augment site based staffing. We will review district based data regarding student needs and if necessary make adjustments. Additionally, staffing and supports will be maintained during the 2017-2018 school year through:</p> <ul style="list-style-type: none"> • Continue to fund classified employee support to increase supervision and classroom supports for all students. • To increase the impact of classified supports we will research and implement classified professional learning opportunities to support student success. • Internal and external training and support provided to ensure high quality professional learning and support for all staff. • High quality standards-aligned instructional materials for every student will continue to be funded to ensure access to a rigorous standards-aligned instructional program. 	<p>Districtwide</p> <p>Community Schools</p> <p>Court Schools</p> <p>Monarch School</p> <p>San Pasqual Academy</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless X Other (Expelled Students)</p>	<p>Total S/C = \$4,281,670</p> <p>Certificated Salary/Benefits \$2,320,025</p> <p>Classified Salary/Benefits \$1,891,145</p> <p>Books & Supplies \$28,000</p> <p>Services & Other Operating Expenses \$42,500</p> <p>Instructional materials funded out of Base</p>

<p>Goal1.Action.B.</p> <p>To increase the quality of SDCOE educational programs, the leadership team and staff from each site will engage in the analysis and refinement of systems, structures, processes and logic models to meet the needs of our diverse student population.</p> <p>Supports and structures will be developed to:</p> <ul style="list-style-type: none"> • Continue to establish an instructional culture of high expectations to increase the access of all students to a rigorous instructional program that incorporates learning walks, learning targets and success criteria for students, and personalized learning plans for staff. • Leadership from each site will work with SDCOE leadership to engage in an inquiry cycle related to the effectiveness of structures and supports, identify opportunity gaps and barriers to equity, and will utilize a problem solving process to develop action steps to address a minimum of one system wide opportunity gap during the 2017-2018 school year. • As determined based off of identified need based on student achievement on CAASPP, CELDT and local interim assessments, professional services from external support providers will be integrated into the professional learning structure aimed at building leadership capacity, instructional leadership, and the implementation of high quality first instruction to increase the success of all SDCOE students. 	<p>Districtwide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input checked="" type="checkbox"/> Other (Expelled Students)</p>	<p>Total S/C = \$446,150</p> <p><i>Total Title I = \$95,000</i></p> <p>Certificated Salary/Benefits \$97,150 (S/C)</p> <p>Classified Salary/Benefits \$99,000 (S/C)</p> <p>Services & Other Operating Expenses (Title 1) \$95,000</p> <p>Capital Outlay \$250,000 (S/C)</p>
---	--	---	--

<p>Goal1.Action.C.</p> <p>To continue to increase equity and access through the allocation of student support staff, student data systems, technological support, and enhanced transportation access for all SDCOE students to achieve at high levels, we will:</p> <ul style="list-style-type: none"> • Continue to implement structures and processes to monitor student academic achievement. Using available student achievement data, we will increase the frequency and effectiveness of monitoring the academic, social/emotional and behavioral success of foster youth, students with disabilities, homeless students as well as English Learner and RFEP students to ensure all students graduate high school ready for college and career. • Continue to implement professional learning and classroom based supports to incorporate personalized student learning aligned to grade level standards. • Through collaboration with internal and external stakeholders we will operationalize a plan to address previously identified barriers to student college and career readiness and eligibility to increase student persistence and graduation rates. • We will continue to incorporate a range of learning experiences and courses that increase student opportunity to access rigorous coursework affording them the opportunity to be college and career ready upon graduation. 	<p>Districtwide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <hr style="border-top: 1px dashed black;"/> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Students)</p>	<p>Total S/C = \$1,448,700</p> <p>Total Title I = \$142,00</p> <p>Classified Salary/Benefits \$1,021,600 (S/C), \$125,000 (Title I)</p> <p>Services & Other Operating Expenses \$427,100 (S/C), \$17,000 (Title I)</p>
---	--	---	--

<p>Goal1.Action.D.</p> <p>Goal1.Action.D. We will expand the implementation of PBIS, trauma informed care, and Restorative practices to include all staff at all school sites. Through the full implementation of these structures we will engage in developing leadership skills among teachers at each site through beginning to identify site teachers leads to support implementation.</p> <ul style="list-style-type: none"> • Provide basic introductory implementation training to all remaining staff to begin implementation. • Work with site leaders to bring forth teacher leaders to engage in extended in-depth implementation training and modeling. • Provide support for external and internal supports for refinement of implementation to ensure success of teachers and students. • Continue to implement and expand the use of classroom walkthroughs to develop trend data regarding the effectiveness of implementation of these structures and strategies designed to create and maintain effective learning environments. • Analyze data regarding student social/emotional and behavioral health to determine the impact of implementation and adjust services and supports to ensure effectiveness of implementation. <p>Site based and districtwide data regarding the number, frequency and types of behavioral incidences including suspension, office referrals, as well attendance data to ensure the creation and maintaining of effective learning environments will continue to be collected, analyzed and disaggregated to refine implementation.</p>	<p>Districtwide</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless X Other (Expelled Students)</p>	<p>Total S/C = \$ \$87,000</p> <p>Classified Salary/Benefits \$87,000 (S/C)</p>
---	--	--	---

LCAP Year 3

Expected Annual Measurable Outcomes:

1A. To increase student academic achievement, SDCOE desires to increase the rate of student attendance through a reduction in chronic absenteeism. All community school (including SPA and Monarch) students will attend school at least 92% of the time an increase of 1% over the 2017-2018 expected baseline. Community Schools have not yet exceeded 90%

and have a YTD attendance rate of 82%. SPA and Monarch will have baseline attendance above 92% at the conclusion of the 2017-2018 school year.

1B. SDCOE will increase pupil engagement and decrease chronic absenteeism by ensuring that less than 23% of community school (including SPA and Monarch) students will have 10 or more days absent during the school year demonstrating a 1% decrease in the percentage of students chronically absent from school from 2017-2018.

1C. SDCOE will increase positive attendance for students with disabilities. There will be an additional 1% reduction in the percentage of students with disabilities accumulating 15 days or more absent during the 2018-2019 school year demonstrating a minimum of 3% reduction in this metric from 2016-2019.

1D. SDCOE suspension incidents will decrease by an additional 0.30% in 2018-2019 school year for a total 1.3% decrease over three years resulting in a percentage of 3.00% or less. The number of expulsion incidents will continue to be at a level of 0.0% due to the nature of the County programs.

County-Offices of Education operate schools designated to serve student expelled from local school districts. Consequently, SDCOE does not make a practice of expelling student, instead opting to refer students to other more appropriate school placement alternatives. As a result, the Expulsion Rate metric published by CDE for SDCOE has been unchanged at 0 for the past three years.

1E. Increase the number of students who stay in programs leading to high school graduation by an additional 1% over the baseline data for 2017-2018 demonstrating an overall increase of 4% over the course of two years (2016-2019).

Graduation rates for unduplicated student groups will increase by an additional 2% over the baseline from 2014-2015 for each group to make positive growth towards addressing disproportionality in achievement.

There are significant gaps in the graduation rate of unduplicated student groups.

SDCOE English Learner student graduation rate is to be at or above 67% by the end of the 2017-2018 school year.

SDCOE Socioeconomically disadvantaged student group graduation rate is to be at or above 77% by the end of the 2017-2018 school year.

SDCOE Students with disabilities group graduation rate is to be at or above 66% by the end of the 2017-2018 school year.

The California Department of Education does not publish dropout rate calculations for schools that are operated by County Offices of Education because of constraints in interpreting these calculations for schools with high student mobility.

Therefore, middle school dropout rates and high school dropout rates are not included in the SDCOE LCAP as metrics.

1F. All students will have access to safe, well-maintained learning environments as evidenced by a score of "Good" or better on the FIT/Williams facilities inspection.

1G. The percentage of students scoring Moderate and High on the Resilience: School Environment and the School Connectedness Indicators on the California Healthy Kids Survey will increase 2% from the 2014-15 baseline.

1H. Maintain the number of correctly assigned and credentialed teachers to 100% across all SDCOE campuses.

1I. All students will continue to have access to standards-aligned instructional materials as validated by site based records

	<p>and Williams instructional materials reporting.</p> <p>1J. SDCOE will continue to maintain a middle school dropout rate of 0.0% for all students.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Goal1.Action.A.</p> <p>We will continue to implement staffing at a level that monitors class sizes and increases student opportunities for learning in an innovative manner and continue to augment site based staffing.</p> <p>We will analyze three-year student achievement trends and analyze data from the 2017-2018 school year regarding the adjustments in staffing to meet student needs, and as the need is demonstrated, we will adjust instructional staff to provide greater opportunities for academic acceleration and remediation within the instructional day to increase the success of students.</p> <p>We will continue to fund the following during the 2018-19 school year:</p> <ul style="list-style-type: none"> • Certificated staffing to maintain appropriate classroom instructional ratios as established in 2016-2017. • As funding allows we will adjust instructional staff to provide embedded opportunities for remediation and acceleration to provide all students access to a rigorous curriculum. • Analyze student achievement and campus climate data to determine the effectiveness of the implementation of additional classified supports to increase supervision and classroom supports for all students. Maintain or adjust staffing based off of the analysis of data to ensure effectiveness 	<p>Districtwide</p> <p>Community Schools</p> <p>Court Schools</p> <p>Monarch School</p> <p>San Pasqual Academy</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless X Other (Expelled Students)</p>	<p>Total S/C = \$4,281,670</p> <p>Certificated Salary/Benefits \$2,320,025</p> <p>Classified Salary/Benefits \$1,891,145</p> <p>Books & Supplies \$28,000</p> <p>Services & Other Operating Expenses \$42,500</p> <p>Instructional materials funded out of Base</p>

<p>Goal1.Action.B.</p> <p>The leadership team and staff from each site will engage in the analysis of progress toward addressing identified system wide opportunity gaps, adjust and refine plans in response to progress toward closing this gap.</p> <p>Supports and structures will be continue to be implemented in order to:</p> <ul style="list-style-type: none"> • Refine work around establishing an instructional culture of high expectations to increase the access of all students to a rigorous instructional program that incorporates learning walks, learning targets and success criteria for students, and personalized learning plans for staff. • Continue to engage in a formalized inquiry cycle related to the effectiveness of structures and supports, identify opportunity gaps and barriers to equity, based off of the system progress toward the need identified in 2017-2018, the team will refine implementation, or identify an additional opportunity gap to address • As determined based off of identified need based on student achievement on CAASPP, CELDT and local interim assessments, professional services from external support providers will be integrated into the professional learning structure aimed at building leadership capacity, instructional leadership, and the implementation of high quality first instruction to increase the success of all SDCOE students. Data will be collected and analyzed to measure the effectiveness of these professional services in improving student achievement 	<p>Districtwide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input checked="" type="checkbox"/> Other (Expelled Students)</p>	<p>Total S/C = \$446,150</p> <p><i>Total Title I = \$95,000</i></p> <p>Certificated Salary/Benefits \$97,150 (S/C)</p> <p>Classified Salary/Benefits \$99,000 (S/C)</p> <p>Services & Other Operating Expenses (Title 1) \$95,000</p> <p>Capital Outlay \$250,000 (S/C)</p>
--	--	---	--

<p>Goal1.Action.C.</p> <p>To increase equity and access through the allocation of student support staff, student data systems, technological support, and enhanced transportation access for all SDCOE students to achieve at high levels, we will:</p> <ul style="list-style-type: none"> • Research, identify and implement structures and processes to monitor student academic achievement and personalized learning. Additionally we will put monitoring in place to monitor the academic, social/emotional and behavioral success of foster youth, students with disabilities, homeless students as well as English Learner and RFEP students. • Continue to refine and implement professional learning and policies to support the instructional staff and special education staff in assessing and monitoring the progress of students with disabilities in making adequate progress toward meeting IEP benchmarks and goals. 	<p>Districtwide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Students)</p>	<p>Total S/C = \$1,448,700</p> <p>Total Title I = \$142,00</p> <p>Classified Salary/Benefits \$1,021,600 (S/C), \$125,000 (Title I)</p> <p>Services & Other Operating Expenses \$427,100 (S/C), \$17,000 (Title I)</p>
--	--	--	--

<p>Goal1.Action.D.</p> <p>Goal1.Action.D. We will expand the implementation of PBIS, trauma informed care, and Restorative practices to identify exemplars of implementation at each school site to utilize as opportunities to increase support for similar schools throughout the state in establishing high quality social/emotional and behavioral health.</p> <p>Through the identification of exemplar classrooms, we will build capacity in teacher leaders to:</p> <ul style="list-style-type: none"> • Assist in side by side training of new staff to orient them to structures and strategies within the school. • Provide on site targeted re-teaching for staff in continuing the effective implementation of these structures. • Continue to implement and expand the use of classroom walkthroughs to develop trend data regarding the effectiveness of implementation of these structures and strategies designed to create and maintain effective learning environments. • Analyze disaggregated data regarding student social/emotional and behavioral health to assist in the development of case studies related to the effectiveness of these structures in decreasing negative student behaviors and contributing to a positive school climate. 	<p>Districtwide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Students)</p>	<p>Total S/C = \$ \$87,000</p> <p>Classified Salary/Benefits \$87,000 (S/C)</p>
---	--	---	--

GOAL:	Goal 2. We will improve the language and mathematics achievement of all students and support the progress of English Learners.	Related State and/or Local Priorities: _1 X 2 _3 X 4 _5 _6 X 7 _8 COE only: _9 _10 Local: N/A
Identified Need:	<ul style="list-style-type: none"> Stakeholder input identified a need to increase the implementation and effectiveness of instructional programs to meet the needs of all students with specific feedback being generated related to the additional needs of supporting English Learner students in making adequate progress and students with disabilities in making academic progress. Review of student IEPs demonstrated a trend in the area of increasing the academic success of students with disabilities in meeting IEP goals and benchmarks. It is challenging for staff to track the progress of student IEP goals as there is not currently a comprehensive system for monitoring. Student achievement data demonstrates a need to increase the academic performance of ALL students in meeting or exceeding grade level standards in English Language Arts and Math as measured by MAP assessments, and the CAASPP. Informal and formal classroom observations demonstrate a need to increase professional learning and support for instructional staff in utilizing the results of interim and formative assessment data to adjust instructional plans to meet the needs of all students. 	
Goal Applies to:	Schools: All Grades: All	Applicable Pupil Subgroups: Foster Youth, Low Income Pupils, Redesignated fluent English proficient, Other (Expelled Students), English Learners, Students with Disabilities, Homeless
LCAP Year 1		

<p>Expected Annual Measurable Outcomes:</p>	<p>2A. 50% of elementary and middle school students will score proficient in reading and mathematics on the Measures of Academic Progress (MAP) during at least one administration of the assessment during the 2016-2017 school year. We will establish baseline performance indicators for SDCOE schools for MAP that align to CAASPP proficiency for high school students.</p> <p>2B. Special Education schools that adopted MAP will increase student RIT scores by 1 Standard Error of Measurement in math and reading over baseline. Additionally, 50% of special education student assessed during the first administration of the MAP will demonstrate a minimum of one year of academic growth in reading and in math by the end of the 2016-2017 school year.</p> <p>2C. For students at Friendship School, the FAST (Functional Assessment Screening Tool) measures will grow 5% over 2014-15 student scores as demonstrated by site based reports.</p> <p>2D. The Academic Performance Index is not applicable for 2016-2017.</p> <p>2E. 60% of English Learners will make annual progress toward English proficiency as measured by the CELDT.</p> <p>2F. The percentage of English Learner students being Redesignated as Fluent English proficient will increase by 3% from the 2014-2015 school year for a total redesignation rate of 5% by the end of the 2016-2017 school year.</p> <p>2G: Districtwide there will be a 5% increase in the percentage of students achieving at the level of “Standard Met” or “Standard Exceeded” according to scores on the ELA CAASPP based on the 2014-2015 baseline results. Each of the unduplicated student groups, and students with disabilities will demonstrate a 10% growth in students achieving at the level of “Standard Nearly Met” or “Standard Met” as measured by ELA CAASPP according to 2016-2017 scores.</p> <p>2H. Districtwide there will be a 5% increase in the percentage of students achieving at the level of “Standard Met” or “Standard Exceeded” according to scores on the Math CAASPP. Each of the unduplicated student groups, and students with disabilities will demonstrate a 10% growth in students achieving at the level of “Standard Nearly Met” or “Standard Met” as measured by Math CAASPP scores according to 2016-2017 scores</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>Goal2.Action.A.</p> <p>Goal2.Action.A. I. Development of a comprehensive long range professional learning plan that incorporates an intentional focus on the following areas identified by the analysis of student achievement data:</p> <ul style="list-style-type: none"> • Implementation of a high quality English language arts instructional program with an increased focus on the production of clear and purposeful grade level writing. • Implementation of a high quality Mathematics and English Language Arts instructional program with an increased focus professional learning related to implementing the literacy and mathematical instructional shifts within the Common Core State Standards. • Training and support for the continued effective use of instructional coaches and Impact Teachers within the SDCOE instructional system. • Implementation of Tutoria, Problem-based learning and Trauma Informed Practices as instructional practices to deepen adult learning and support an increase in student agency for their own learning <p>II. Continue to utilize instructional coaches within the professional learning structure to provide rigorous classroom instruction and differentiated supports for struggling learners.</p> <ul style="list-style-type: none"> • Job embedded coaching, side-by-side learning and unit/lesson development, and studio residencies to increase student access to a rigorous instructional program 	<p>Districtwide</p> <p>Community Schools</p> <p>Court Schools</p> <p>Monarch School</p> <p>San Pasqual Academy</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless X Other (Expelled Students)</p>	<p>Total S/C = \$481,200</p> <p>Total Title I = \$650,000</p> <p>Certificated Salary/Benefits \$266,200 (S/C), \$500,000 (Title I) Services & Other Operating Expenses \$215,000 (S/C), \$150,000 (Title I)</p>
--	---	--	---

<p>Goal2.Action.B.</p> <p>Continue to implement professional learning that provides support for leaders, instructional and classified staff in utilizing data to inform school based decisions. Specific training to be provided in the following areas:</p> <ul style="list-style-type: none"> • Ongoing training for all staff in the use of MAP assessment and CAASPP data to drive instructional decisions. • Continue to implement training focused on the development of data based rigorous and developmentally appropriate IEP goals and benchmarks. • Internal and external professional learning support to assist with program evaluation and refinement of practices to increase success of instructional programs. • Support for leaders in the disaggregation and analysis of achievement data for unduplicated student groups to identify accelerators and barriers to achievement with a specific focus on foster youth, homeless youth and low income students 	<p>Districtwide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Total S/C = \$84,422</p> <p>Certificated Salary/Benefits \$84,400 (S/C)</p>
--	--	--	---

<p>Goal2.Action.C.</p> <p>Identify, select and purchase supplemental instructional materials that align to CCSS and rigorous instruction, including ELD supplemental and intervention materials.</p>	<p>Districtwide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Total S/C = \$683,200</p> <p>Lottery = 100,000.00</p> <p>Title 1 = 3,000.00</p> <p>Title III = 75,000</p> <p>Certificated Salary/Benefits \$45,200 (S/C)</p> <p>Books & Supplies \$575,000 (S/C), \$80,000 (Lottery), \$75,000 (Title III)</p> <p>Services & Other Operating Expenses \$63,000 (S/C), \$20,000 (Lottery), \$3,000 (Title I)</p>
---	--	---	--

<p>Goal2.Action.D.</p> <p>In alignment with the district developed long range professional learning plan, work alongside teacher leaders and site leaders to develop an aligned approach to effectively implementing Professional Learning Communities to include:</p> <ul style="list-style-type: none"> • Dedicated time to engage in professional collaboration related to student learning, developing curriculum, common processes for calibrating around student work and the development of common formative and summative assessments. • Support for site administrators in supporting the development of high quality PLCs • Allocation of coaching supports during teacher release time and PLCs to maximize impact. • Support and training for teacher leaders in developing PLC outcomes and supports 	<p>Districtwide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Students)</p>	<p>Total Title 1 = \$50,000</p> <p>Certificated Salary/Benefits \$50,000 (S/C)</p>
<p>Goal2.Action.E.</p> <p>Increase opportunities for re-teaching and acceleration of foster youth, students redesignated as fluent English proficient, English Learners and students with disabilities through the allocation of classified paraeducators within the classroom environment. Successful implementation will be monitored through the following methods:</p> <ul style="list-style-type: none"> • The number and percentage of students meeting IEP goals. • Monitoring of positive and negative behavior incidents within classrooms where paraeducators are assigned. 	<p>Districtwide</p> <p>Community Schools</p> <p>Court Schools</p> <p>Monarch School</p> <p>San Pasqual Academy</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Total Title 1 = \$800,000</p> <p>Classified Salary/Benefits \$800,000 (Title I)</p>

<p>Goal2.Action.F.</p> <p>Incorporate the site professional learning plan to refine the learning walk and classroom observation cycle.</p> <ul style="list-style-type: none"> • Provide ongoing support and training for site leaders to engage in the effective implementation of learning walks and engage in effective teacher feedback. • Build capacity in teachers to engage in learning walks and cycles of inquiry related to improved teaching practice. • Support for site leaders in increasing clarity around engaging in high quality classroom observations and reflective conversations that build capacity among the instructional staff. • Continued training and support for site leaders in building understanding of the high quality implementation of the state standards to increase effectiveness at providing feedback and support for teachers. 	<p>Districtwide</p> <p>Community Schools</p> <p>Court Schools</p> <p>Monarch School</p> <p>San Pasqual Academy</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Substitute costs from Goal 2 Action D</p>
<p>Goal2.EL.Action.A.</p> <p>Continue to research and share best practices to inform professional learning to support accelerated language acquisition and academic achievement for English Learners, including long term English Learners.</p>	<p>Districtwide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Job embedded in staff-funded in Goal 1 Action A</p>

<p>Goal2.EL.Action.B.</p> <p>Refine and adjust support for teachers and leaders in identifying and implementing high quality integrated and designated ELD in alignment with the site professional learning plan and the ELA/ELD Framework. This action aligns with work outlined in the following actions above:</p> <ul style="list-style-type: none"> • Goal1.Action.C. • Goal2.Action.A. • Goal2.Action.E. • Goal2.Action.F. 	<p>Districtwide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Costs embedded in referenced actions</p>
<p>Goal2.EL.Action.C.</p> <p>Continue to identify students that need extended learning time and enroll them in appropriate support classes/programs.</p> <p>Specific focus on the development of skills in the areas of producing writing and the the application of skills and concepts in mathematics with enhanced monitoring and supports for English Learner and Redesignated Fluent English Proficient students.</p>	<p>Districtwide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Personnel costs included in Goal 1Action A and Goal 2 Action A</p>
<p>Goal2.RFEP.Action.A.</p> <p>Monitor the progress of Redesignated Fluent English Proficient students, and English Learner students at all grade levels to ensure continued academic growth and development.</p>	<p>Districtwide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Personnel costs included in Goal 1Action C and Goal 2 Action A</p>
<p>LCAP Year 2</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>2A. 55% of of elementary and middle school students will score proficient in reading and mathematics on the Measures of Academic Progress (MAP) during at least one administration of the assessment during the 2016-2017 school year. High school students will demonstrate 5% growth over the baseline performance levels established during the 2016-2017 school year.</p> <p>2B. Special Education schools that adopted MAP will increase student RIT scores by 1 Standard Error of Measurement in math and reading over 2016-2017 end of year performance. Additionally, 55% of special education student assessed during the first administration of the MAP will demonstrate a minimum of one year of academic growth in reading and in math by the end of the 2017-2018 school year.</p> <p>2C. For students at Friendship School, the FAST (Functional Assessment Screening Tool) measures will grow 7% over 2014-15 student scores as demonstrated by site based reports.</p> <p>2D. The Academic Performance Index is not applicable for 2017-2018.</p> <p>2E. To increase the overall achievement and adequate progress of English Learner students, SDCOE will demonstrate an additional 2% growth in the percentage of English Learner students achieving the level of Advanced as measured by the CELDT during the 2017-2018 school year. This will demonstrate a two-year growth trajectory of 4%.</p> <p>2F. The percentage of English Learner students being Redesignated as Fluent English proficient will increase by 5% from the 2014-2015 school year for a total redesignation rate of 7% by the end of the 2017-2018 school year.</p> <p>2G: Districtwide there will be an additional increase of 5% in the percentage of students achieving at the level of “Standard Met” or “Standard Exceeded” according to scores on the ELA CAASPP. Each of the unduplicated student groups of English Learner students and students with disabilities will demonstrate an additional 5% growth in students achieving at the level of “Standard Nearly Met” or “Standard Met” as measured by ELA CAASP according to 2017-2018 scores for a total two-year growth trajectory of 15% of students within these unduplicated student groups.</p> <p>2H. Districtwide there will be an additional increase of 5% in the percentage of students achieving at the level of “Standard Met” or “Standard Exceeded” according to scores on the Math CAASPP.</p> <p>2I. Each of the unduplicated student groups of English Learner students and students with disabilities will demonstrate an additional 5% growth in students achieving at the level of “Standard Nearly Met” or “Standard Met” as measured by Math CAASPP according to 2017-2018 scores for a total two-year growth trajectory of 15% of students within these unduplicated student groups.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>Goal2.Action.A.</p> <p>Monitor and refine implementation of professional learning and embedded coaching.</p> <p>Goal2.Action.A. I. Continued implementation of the district professional learning plan that incorporates an intentional focus on the following areas identified by the analysis of student achievement data:</p> <ul style="list-style-type: none"> • Implementation of a high quality English language arts instructional program with an increased focus on the production of clear and purposeful grade level writing. • Implementation of a high quality Mathematics and English Language Arts instructional program with an increased focus professional learning related to implementing the literacy and mathematical instructional shifts within the Common Core State Standards. • Continue training and support for the continued effective use of instructional coaches and Impact Teachers within the SDCOE instructional system. • Refine implementation of Tutoria, Problem-based learning and Trauma Informed Practices as instructional practices to deepen adult learning and support an increase in student agency for their own learning <p>II. Continue to utilize instructional coaches within the professional learning structure to provide rigorous classroom instruction and differentiated supports for struggling learners.</p> <ul style="list-style-type: none"> • Job embedded coaching, side-by-side learning and unit/lesson development, and studio residencies to increase student access to a rigorous instructional program 	<p>Districtwide</p> <p>Community Schools</p> <p>Court Schools</p> <p>Monarch School</p> <p>San Pasqual Academy</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless X Other (Expelled Students)</p>	<p>Total S/C = \$481,200</p> <p>Total Title I = \$650,000</p> <p>Certificated Salary/Benefits \$266,200 (S/C), \$500,000 (Title I)</p> <p>Services & Other Operating Expenses \$215,000 (S/C), \$150,000 (Title I)</p>
--	---	--	--

<p>Goal2.Action.B.</p> <p>Refine and adjust the implementation of a professional learning that provides support for leaders, instructional and classified staff in utilizing data to inform school based decisions. Specific training to be provided in the following areas:</p> <ul style="list-style-type: none"> • Specific focus during the 2017-2018 school year on utilizing student achievement data to set individual, subject specific and site based goals mapped to larger system wide targets on MAP assessments. • Utilize analysis processes to analyze the progress of students toward meeting IEP goals and benchmarks. • Internal and external professional learning support to assist with program evaluation and refinement of practices to increase success of instructional programs. • Incorporation of leadership processes to engage in ongoing cycles of review to evaluate progress toward districtwide interim and annual progress goals. • Ongoing support for leaders in the disaggregation and analysis of achievement data for unduplicated student groups to identify accelerators and barriers to achievement with a specific focus on foster youth, homeless youth and low income students. 	<p>Districtwide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Total S/C = \$84,422</p> <p>Certificated Salary/Benefits \$84,400 (S/C)</p>
---	--	--	---

<p>Goal2.Action.C.</p> <p>Continue to identify, select and purchase supplemental instructional materials that align to CCSS and rigorous instruction, including ELD supplemental and intervention materials.</p>	<p>Districtwide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Total S/C = \$683,200</p> <p>Lottery = 100,000.00</p> <p>Title 1 = 3,000.00</p> <p>Title III = 75,000</p> <p>Certificated Salary/Benefits \$45,200 (S/C)</p> <p>Books & Supplies \$575,000 (S/C), \$80,000 (Lottery), \$75,000 (Title III)</p> <p>Services & Other Operating Expenses \$63,000 (S/C), \$20,000 (Lottery), \$3,000 (Title I)</p>
---	--	---	--

<p>Goal2.Action.D.</p> <p>Work alongside teacher leaders and site leaders to develop an aligned approach to effectively implementing Professional Learning Communities to include:</p> <ul style="list-style-type: none"> • Dedicated time to engage in professional collaboration related to student learning, developing curriculum, common processes for calibrating around student work and utilizing the results of common formative and summative assessments to make adjustments within instructional plans. • Review implementation of PLC structures, analyze the effectiveness of PLCs, identify exemplary practices and work to ensure replicability. • Allocation of coaching supports during teacher release time and PLCs to maximize impact 	<p>Districtwide</p> <p>Community Schools</p> <p>Court Schools</p> <p>Monarch School</p> <p>San Pasqual Academy</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Total Title 1 = \$50,000</p> <p>Certificated Salary/Benefits \$50,000 (S/C)</p>
<p>Goal2.Action.E.</p> <p>Continue to increase opportunities for re-teaching and acceleration of foster youth, students redesignated as fluent English proficient, English Learners and students with disabilities through the allocation of classified paraeducators within the classroom environment.</p> <p>Successful implementation will be monitored through the following methods:</p> <ul style="list-style-type: none"> • The number and percentage of students meeting IEP goals. • Monitoring of positive and negative behavior incidents within classrooms where paraeducators are assigned. 	<p>Districtwide</p> <p>Community Schools</p> <p>Court Schools</p> <p>Monarch School</p> <p>San Pasqual Academy</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Total Title 1 = \$800,000</p> <p>Classified Salary/Benefits \$800,000 (Title I)</p>

<p>Goal2.Action.F.</p> <p>Continue to incorporate formal and informal processes to assess and make adjustments within the instructional environment through the continued implementation of learning walks and the classroom observation cycle.</p> <ul style="list-style-type: none"> • Continue to provide ongoing support and training for site leaders to engage in the effective implementation of learning walks and engage in effective teacher feedback. • Continue to build capacity in teachers to engage in learning walks and cycles of inquiry related to improved teaching practice through internal/external support and training. • Continued training and support for site leaders in identifying high quality implementation of a standards based instructional model as well as crafting and providing meaningful feedback. 	<p>Districtwide</p> <p>Community Schools</p> <p>Court Schools</p> <p>Monarch School</p> <p>San Pasqual Academy</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Substitute costs from Goal 2 Action D</p>
<p>Goal2.EL.Action.A.</p> <p>Continue to research and share best practices to inform professional learning to support accelerated language acquisition and academic achievement for English Learners, including long term English Learners.</p>	<p>Districtwide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Job embedded in staff-funded in Goal 1 Action A</p>

<p>Goal2.EL.Action.B.</p> <p>Continue to refine and adjust support for teachers and leaders in identifying and implementing high quality integrated and designated ELD in alignment with the site professional learning plan and the ELA/ELD Framework. This action aligns with work outlined in the following actions above:</p> <ul style="list-style-type: none"> • Goal1.Action.C. • Goal2.Action.A. • Goal2.Action.E. • Goal2.Action.F. <p>Continue to engage in learning walks, and partner with internal and external partners to evaluate the effective implementation of ELD instruction</p>	<p>Districtwide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Costs embedded in referenced actions</p>
<p>Goal2.EL.Action.C.</p> <p>Continue to identify students that need extended learning time and enroll them in appropriate support classes/programs.</p> <p>Specific focus on the development of skills in the areas of producing writing and the the application of skills and concepts in mathematics with enhanced monitoring and supports for English Learner and Redesignated Fluent English Proficient students.</p> <p>Utilize data analysis, site and district reports to analyze the effectiveness of programs occurring during extended learning time to inform decisions regarding future implementation.</p>	<p>Districtwide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Personnel costs included in Goal 1Action A and Goal 2 Action A</p>

<p>Goal2.RFEP.Action.A.</p> <p>Continue to monitor the progress of Redesignated Fluent English Proficient students, and English Learner students at all grade levels to ensure continued academic growth and development.</p>	<p>Districtwide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Personnel costs included in Goal 1 Action C and Goal 2 Action A</p>
<p>LCAP Year 3</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>2A. 60% of of elementary and middle school students will score proficient in reading and mathematics on the Measures of Academic Progress (MAP) during at least one administration of the assessment during the 2016-2017 school year. High school students will demonstrate 10% growth over the baseline performance levels established during the 2016-2017 school year.</p> <p>2B. Special Education schools that adopted MAP will increase student RIT scores by 1 Standard Error of Measurement in math and reading over 2016-2017 end of year performance. Additionally, 58% of special education student assessed during the first administration of the MAP will demonstrate a minimum of one year of academic growth in reading and in math for a total of 8% growth from 2015-2016.</p> <p>2C. For students at Friendship School, the FAST (Functional Assessment Screening Tool) measures will grow a total of 10% over 2014-15 student scores as demonstrated by site based reports.</p> <p>2D. The Academic Performance Index is not applicable for 2017-2018.</p> <p>2E. To increase the overall achievement and adequate progress of English Learner students, SDCOE will demonstrate an additional 2% growth in the percentage of English Learner students achieving the level of Advanced as measured by the CELDT during the 2017-2018 school year. This will demonstrate a two-year growth trajectory of 6%.</p> <p>2F. The percentage of English Learner students being Redesignated as Fluent English proficient will increase by an additional 3% from the 2014-2015 school year for a total redesignation rate of 10% by the end of the 2018-2019 school year.</p> <p>2G: Districtwide there will be an additional increase of 5% in the percentage of students achieving at the level of “Standard Met” or “Standard Exceeded” according to scores on the ELA CAASP. Each of the unduplicated student groups of English Learner students and students with disabilities will demonstrate an additional 5% growth in students achieving at the level of “Standard Nearly Met” or “Standard Met” as measured by ELA CAASPP according to 2018-2019 scores for a total two-year growth trajectory of 20% of students within these unduplicated student groups.</p> <p>2H. Districtwide there will be an additional increase of 5% in the percentage of students achieving at the level of “Standard Met” or “Standard Exceeded” according to scores on the Math CAASPP. Each of the unduplicated student groups of English Learner students and students with disabilities will demonstrate an additional 5% growth in students achieving at the level of “Standard Nearly Met” or “Standard Met” as measured by Math CAASPP according to 2018-2019 scores for a total two-year growth trajectory of 20% of students within these unduplicated student groups.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>Goal2.Action.A.</p> <p>I. Continued implementation of the comprehensive long range professional learning plan that was developed in 2016-2017. To continue to improve student outcomes, it will be necessary to refine and add additional layers to the plan that incorporate the following:</p> <ul style="list-style-type: none"> • Refine implementation of a high quality English language arts and mathematics instructional program. Continued emphasis on the incorporation of literacy across the curriculum. • Provide additional professional learning, supports and coaching on the implementation of the Next Generation Science Standards, and standards for History Social/Science. • Continue the use of coaches and expand the use of site based teacher leaders to engage in side-by-side learning and unit/lesson development support to ensure the development of rigorous units of study and the development and implementation of high quality interim and summative performance tasks and assessments. • Continued implementation of instructional coaches to support the continued development and refinement of rigorous classroom instructional experiences. <p>II. Expand the use of instructional coaches within the professional learning structure to provide rigorous classroom instruction and differentiated supports for struggling learners.</p> <ul style="list-style-type: none"> • Review and refine job embedded coaching, side-by-side learning and unit/lesson development, and studio residencies to increase student access to a rigorous instructional program. 	<p>Districtwide</p> <p>Community Schools</p> <p>Court Schools</p> <p>Monarch School</p> <p>San Pasqual Academy</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless X Other (Expelled Students)</p>	<p>Total S/C = \$481,200</p> <p>Total Title I = \$650,000</p> <p>Certificated Salary/Benefits \$266,200 (S/C), \$500,000 (Title I)</p> <p>Services & Other Operating Expenses \$215,000 (S/C), \$150,000 (Title I)</p>
---	---	--	--

<p>Goal2.Action.B.</p> <p>Refine the implementation of the districtwide professional learning and evaluate the effectiveness of learning that has been implemented. Ongoing training and support to be provided in the following areas:</p> <ul style="list-style-type: none"> • Specific focus during the 2018-2019 school year on engaging students in utilizing personal performance data to set individual goals. Support for teachers in facilitating student academic goal setting mapped to larger system wide targets on MAP assessments. • Utilize analysis processes to analyze the progress of students toward meeting IEP goals and benchmarks. • Internal and external professional learning support to assist with program evaluation and refinement of practices to increase success of instructional programs. • Incorporation of leadership processes to engage in ongoing cycles of review to evaluate progress toward districtwide interim and annual progress goals. • Ongoing support for leaders in the disaggregation and analysis of achievement data for unduplicated student groups to identify accelerators and barriers to achievement with a specific focus on foster youth, homeless youth and low income students. 	<p>Districtwide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Total S/C = \$84,422</p> <p>Certificated Salary/Benefits \$84,400 (S/C)</p>
---	--	--	---

<p>Goal2.Action.C.</p> <p>Continue to identify, select and purchase supplemental instructional materials that align to CCSS and rigorous instruction, including ELD supplemental and intervention materials.</p>	<p>Districtwide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Total S/C = \$683,200</p> <p>Lottery = 100,000.00</p> <p>Title 1 = 3,000.00</p> <p>Title III = 75,000</p> <p>Certificated Salary/Benefits \$45,200 (S/C)</p> <p>Books & Supplies \$575,000 (S/C), \$80,000 (Lottery), \$75,000 (Title III)</p> <p>Services & Other Operating Expenses \$63,000 (S/C), \$20,000 (Lottery), \$3,000 (Title I)</p>
---	--	---	--

<p>Goal2.Action.D.</p> <p>In alignment with the district developed long range professional learning plan, work alongside teacher leaders and site leaders to develop an aligned approach to effectively implementing Professional Learning Communities to include:</p> <ul style="list-style-type: none"> • Dedicated time to engage in professional collaboration related to student learning, common processes for calibrating around student work and the development of common formative and summative assessments. • Development of common anchor points related to PLC structures and outcomes. • Support for site administrators in supporting the development of high quality PLCs • Allocation of teacher release time within the instructional day focused on the creation of high quality units and lessons. • Allocation of coaching supports during teacher release time and PLCs to maximize impact. • Support and training for teacher leaders in developing PLC outcomes and supports. 	<p>Districtwide</p> <p>Community Schools</p> <p>Court Schools</p> <p>Monarch School</p> <p>San Pasqual Academy</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Total Title 1 = \$50,000</p> <p>Certificated Salary/Benefits \$50,000 (S/C)</p>
---	---	--	---

<p>Goal2.Action.E.</p> <p>Continue to increase opportunities for re-teaching and acceleration of foster youth, students redesignated as fluent English proficient, English Learners and students with disabilities through the allocation of classified paraeducators within the classroom environment.</p> <p>Successful implementation will be monitored through the following methods:</p> <ul style="list-style-type: none"> • The number and percentage of students meeting IEP goals. • Monitoring of positive and negative behavior incidents within classrooms where paraeducators are assigned. • Classroom assignments and student performance where paraeducators are assigned. 	<p>Districtwide</p> <p>Community Schools</p> <p>Court Schools</p> <p>Monarch School</p> <p>San Pasqual Academy</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other</p>	<p>Total Title 1 = \$800,000</p> <p>Classified Salary/Benefits \$800,000 (Title I)</p>
<p>Goal2.Action.F.</p> <p>Continue to incorporate formal and informal processes to assess and make adjustments within the instructional environment through the continued implementation of learning walks and the classroom observation cycle.</p> <ul style="list-style-type: none"> • Continue to provide ongoing support and training for site leaders to engage in the effective implementation of learning walks and engage in effective teacher feedback. • Continue to build capacity in teachers to engage in learning walks and cycles of inquiry related to improved teaching practice through internal/external support and training. • Continued training and support for site leaders in identifying high quality implementation of a standards based instructional model as well as crafting and providing meaningful feedback. 	<p>Districtwide</p> <p>Community Schools</p> <p>Court Schools</p> <p>Monarch School</p> <p>San Pasqual Academy</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other</p>	<p>Substitute costs from Goal 2 Action D</p>

<p>Goal2.EL.Action.A.</p> <p>Continue to research and share best practices to inform professional learning to support accelerated language acquisition and academic achievement for English Learners, including long term English Learners.</p>	<p>Districtwide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Job embedded in staff-funded in Goal 1 Action A</p>
<p>Goal2.EL.Action.B.</p> <p>Continue to refine and adjust support for teachers and leaders in identifying and implementing high quality integrated and designated ELD in alignment with the site professional learning plan and the ELA/ELD Framework. This action aligns with work outlined in the following actions above:</p> <ul style="list-style-type: none"> • Goal1.Action.C. • Goal2.Action.A. • Goal2.Action.E. • Goal2.Action.F. <p>Continue to engage in learning walks, and partner with internal and external partners to evaluate the effective implementation of ELD instruction</p>	<p>Districtwide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Costs embedded in referenced actions</p>

<p>Goal2.EL.Action.C.</p> <p>Continue to identify students that need extended learning time and enroll them in appropriate support classes/programs.</p> <p>Specific focus on the development of skills in the areas of producing writing and the the application of skills and concepts in mathematics with enhanced monitoring and supports for English Learner and Redesignated Fluent English Proficient students.</p>	<p>Districtwide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Personnel costs included in Goal 1 Action A and Goal 2 Action A</p>
---	--	---	--

GOAL:	Goal 3. We will ensure that students have access to college, career-technical education and other post-secondary options.			Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 COE only: _9 _10 Local: N/A
Identified Need:	Stakeholder input identifying needs for student learning outcomes for college and career readiness, analysis of master schedules, transcripts, and ITP goal attainment indicated a need for students to access UC-approved coursework, career pathways aligned to priority sectors of the local economy and articulated pathways leading to post-secondary success.			
Goal Applies to:	Schools:	All		
		Grades: All		
	Applicable Pupil Subgroups:	Foster Youth, Low Income Pupils, Redesignated fluent English proficient, Other (Expelled Students), English Learners, Students with Disabilities, Homeless		
LCAP Year 1				
Expected Annual Measurable Outcomes:	<p>3A. 100% of all laboratory science courses (A-G requirement C) will reflect state standards and are approved and accessible to students per local agency regulations.</p> <p>3B. The average number of successful completion of UC approved A-G course enrollments per student will increase from the baseline of 4 courses per student to 4.25 at the completion 2016-2017 school year.</p> <p>3C. Add 2 more CTE courses (aligned to the industry sectors in the area) over 2014-15 base of 6 CTE courses.</p> <p>3D. Students who are enrolled in North Coastal Academy, who are 14 or older will achieve 75% of their ITP goals.</p> <p>3E. 90% of students in community and court schools have access to 1:1 technology.</p> <p>3F. Increase number and percent of students meeting the Early Assessment Program "college-ready" or "conditionally college ready" status on Grade 11 Smarter Balanced assessment by 5% over 2014-2015 baseline of 13% for ELA and 1% for mathematics. (Using 2014-15 as the constant base Year 1 will show 5% increase; Year 2 10% increase; Year 3 15% increase).</p> <p>3G. 10% of eligible students will take and pass one or more AP exams with a 3 or higher</p>			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Goal3.Action.A.</p> <p>Continue teacher workgroups to develop a-g aligned course descriptions, tasks, competencies, and embedded assessments for science and VAPA courses.</p>	<p>District wide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Students)</p>	<p>Total S/C Funding = \$39,800</p> <p>Certificated Salary/Benefits \$39,800 (S/C)</p>
<p>Goal3.Action.B.</p> <p>Develop and pilot models of competency-based assessment and the awarding of course credits.</p>	<p>Districtwide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Total S/C = \$39,224</p> <p>Certificated Salary/Benefits \$39,200 (S/C)</p>

<p>Goal3.Action.C.</p> <p>Identify and purchase resources and create personalized learning plans for digital literacy and high quality VAPA, STEM, and CTE courses.</p>	<p>Districtwide</p> <p>Community Schools</p> <p>Court Schools</p> <p>Monarch School</p> <p>San Pasqual Academy</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless X Other (Expelled Students)</p>	<p>Total S/C Funding = \$562,500</p> <p>Total Title I = \$130,000</p> <p>Certificated Salary/Benefits \$361,000 (S/C)</p> <p>Classified Salary/Benefits \$110,000 (Title I)</p> <p>Books & Supplies \$140,500 (S/C)</p> <p>Services & Other Operating Expenses \$51,000 (S/C), \$20,000 (Title I)</p> <p>Capital Outlay \$10,000 (S/C)</p>
<p>Goal3.Action.D.</p> <p>Provide intersessions for all identified students to ensure continuity of instruction. All intersessions will include:</p> <ul style="list-style-type: none"> • Clear learning intentions and success criteria • Clear instructional monitoring foci for teachers • Established communication system to report learning results to the regular classroom teacher(s) 	<p>Districtwide</p> <p>Community Schools</p> <p>Court Schools</p> <p>Monarch School</p> <p>San Pasqual Academy</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless X Other (Expelled Students)</p>	<p>Total S/C Funding = \$1,146,400</p> <p>Certificated Salary/Benefits \$1,146,400 (S/C)</p>

<p>Goal3.Action.E.</p> <p>Develop CTE pathways that represent our local industry sectors and adding 1 additional course in Hospitality and Tourism, HVAC, Welding, Graphic Arts, and Green Technology sectors this year.</p>	<p>Districtwide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Students)</p>	<p>Total S/C Funding = \$73,750</p> <p>Classified Salary/Benefits \$73,750 (S/C)</p>
<p>Goal3.Action.F.</p> <p>Conduct a review of current and incoming students who may need or be eligible for Advanced Placement coursework, and identify course options (such as online courses, concurrent enrollment, etc.).</p>	<p>All Schools</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Counselors Funding see Goal 3 Action B</p>
<p>LCAP Year 2</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>3A. 100% of all laboratory science courses (A-G requirement C) will reflect state standards and are approved and accessible to students per local agency regulations.</p> <p>3B. The average number of successful completion of UC approved A-G course enrollments per student will increase from the baseline of 4 courses per student to 4.5 at the completion 2017-2018 school year.</p> <p>3C. Add 4 more CTE courses (aligned to the industry sectors in the area) over 2014-15 base of 6 CTE courses.</p> <p>3D. Students who are enrolled in North Coastal Academy, who are 14 or older will achieve 80% of their ITP goals.</p> <p>3E. 95% of students in community and court schools have access to 1:1 technology.</p> <p>3F. Increase number and percent of students meeting the Early Assessment Program "college-ready" or "conditionally college ready" status on Grade 11 Smarter Balanced assessment by 10% over 2014-2015 baseline of 13% for ELA and 1% for mathematics. (Using 2014-15 as the constant base Year 1 will show 5% increase; Year 2 10% increase; Year 3 15% increase).</p> <p>3G. 15% of eligible students will take and pass one or more AP exams with a 3 or higher.</p>		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Goal3.Action.A.</p> <p>Continue teacher workgroups to develop a-g aligned course descriptions, tasks, competencies, and embedded assessments for languages other than English.</p>	<p>District wide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Students)</p>	<p>Total S/C Funding = \$39,800</p> <p>Certificated Salary/Benefits \$39,800 (S/C)</p>
<p>Goal3.Action.B.</p> <p>Refine standards based report cards and competency-based assessment measures based on feedback on the initial pilot models, and expand use to a more extended group of teachers for final piloting.</p>	<p>Districtwide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Total S/C = \$39,224</p> <p>Certificated Salary/Benefits \$39,200 (S/C)</p>

<p>Goal3.Action.C.</p> <p>Provide professional learning for Phase 1 teachers on:</p> <ul style="list-style-type: none"> • New instructional resources • How to create personalized learning plans • Essential components of digital literacy digital literacy to support high quality teaching and learning <p>Phase 1 teachers would include all teachers responsible for STEM courses</p>	<p>Districtwide</p> <p>Community Schools</p> <p>Court Schools</p> <p>Monarch School</p> <p>San Pasqual Academy</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless X Other (Expelled Students)</p>	<p>Total S/C Funding = \$562,500</p> <p>Total Title I = \$130,000</p> <p>Certificated Salary/Benefits \$361,000 (S/C)</p> <p>Classified Salary/Benefits \$110,000 (Title I)</p> <p>Books & Supplies \$140,500 (S/C)</p> <p>Services & Other Operating Expenses \$51,000 (S/C), \$20,000 (Title I)</p> <p>Capital Outlay \$10,000 (S/C)</p>
<p>Goal3.Action.D.</p> <p>Review intersession results from 2016-17 to determine impact. Refine 2017-18 intersessions as needed including:</p> <ul style="list-style-type: none"> • Refining learning intentions and success criteria as needed • Refining instructional monitoring foci for teachers as needed • Refine communication system as needed for reporting/sharing learning results with the regular classroom teacher(s) 	<p>Districtwide</p> <p>Community Schools</p> <p>Court Schools</p> <p>Monarch School</p> <p>San Pasqual Academy</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless X Other (Expelled Students)</p>	<p>Total S/C Funding = \$1,146,400</p> <p>Certificated Salary/Benefits \$1,146,400 (S/C)</p>

<p>Goal3.Action.E.</p> <p>Develop CTE pathways that represent our local industry sectors and adding 1 additional course in Hospitality and Tourism, HVAC, Welding, Graphic Arts, and Green Technology sectors this year.</p>	<p>Districtwide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Students)</p>	<p>Total S/C Funding = \$73,750</p> <p>Classified Salary/Benefits \$73,750 (S/C)</p>
<p>Goal3.Action.F.</p> <p>F(a): Identify and place students who are eligible for Advanced Placement course work.</p> <p>F(b): Establish a support protocol for students in AP coursework that includes:</p> <ul style="list-style-type: none"> • Best enrollment option online, concurrent enrollment.... • Quarterly Grade check • Support teacher/session for students struggling with the AP content 	<p>All Schools</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Counselors Funding see Goal 3 Action B</p>
<p>LCAP Year 3</p>			

Expected Annual Measurable Outcomes:	<p>3A. 100% of all laboratory science courses (A-G requirement C) will reflect state standards and are approved and accessible to students per local agency regulations.</p> <p>3B. The average number of successful completion of UC approved A-G course enrollments per student will increase from the baseline of 4 courses per student to 4.75 at the completion 2018-2019 school year.</p> <p>3C. Add 6 more CTE courses (aligned to the industry sectors in the area) over 2014-15 base of 6 CTE courses.</p> <p>3D. Students who are enrolled in North Coastal Academy, who are 14 or older will achieve 83% of their ITP goals.</p> <p>3E. 100% of students in community and court schools have access to 1:1 technology.</p> <p>3F. Increase number and percent of students meeting the Early Assessment Program "college-ready" or "conditionally college ready" status on Grade 11 Smarter Balanced assessment by 15% over 2014-2015 baseline of 13% for ELA and 1% for mathematics. (Using 2014-15 as the constant base Year 1 will show 5% increase; Year 2 10% increase; Year 3 15% increase).</p> <p>3G. 20% of eligible students will take and pass one or more AP exams with a 3 or higher</p>
---	---

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Goal3.Action.A.</p> <p>Continue teacher workgroups to develop a-g aligned course descriptions, tasks, competencies, and embedded assessments for College Preparatory Electives.</p>	<p>District wide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Students)</p>	<p>Total S/C Funding = \$39,800</p> <p>Certificated Salary/Benefits \$39,800 (S/C)</p>

<p>Goal3.Action.B.</p> <p>Refine standards based report cards and competency-based assessment measures based on feedback on the final pilot, and and provide Professional Learning to all teachers on new standards based report card a competency-based assessment measures.</p>	<p>Districtwide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Total S/C = \$39,224</p> <p>Certificated Salary/Benefits \$39,200 (S/C)</p>
<p>Goal3.Action.C.</p> <p>Provide professional learning for Phase 2 teachers on:</p> <ul style="list-style-type: none"> • New instructional resources • How to create personalized learning plans • Essential components of digital literacy digital literacy to support high quality teaching and learning <p>Phase 2 teachers would include all teachers responsible for VAPA and CTE courses</p>	<p>Districtwide</p> <p>Community Schools</p> <p>Court Schools</p> <p>Monarch School</p> <p>San Pasqual Academy</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input checked="" type="checkbox"/> Other (Expelled Students)</p>	<p>Total S/C Funding = \$562,500</p> <p>Total Title I = \$130,000</p> <p>Certificated Salary/Benefits \$361,000 (S/C)</p> <p>Classified Salary/Benefits \$110,000 (Title I)</p> <p>Books & Supplies \$140,500 (S/C)</p> <p>Services & Other Operating Expenses \$51,000 (S/C), \$20,000 (Title I)</p> <p>Capital Outlay \$10,000 (S/C)</p>

<p>Goal3.Action.D.</p> <p>Review intersession results from 2017-18 to determine impact. Refine 2018-19 intersessions as needed including:</p> <ul style="list-style-type: none"> Refining learning intentions and success criteria as needed Refining instructional monitoring foci for teachers as needed Refine communication system as needed for reporting/sharing learning results with the regular classroom teacher(s) 	<p>Districtwide</p> <p>Community Schools</p> <p>Court Schools</p> <p>Monarch School</p> <p>San Pasqual Academy</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless X Other (Expelled Students)</p>	<p>Total S/C Funding = \$1,146,400</p> <p>Certificated Salary/Benefits \$1,146,400 (S/C)</p>
<p>Goal3.Action.E.</p> <p>Develop CTE pathways that represent our local industry sectors and adding 1 additional course in Hospitality and Tourism, HVAC, Welding, Graphic Arts, and Green Technology sectors this year.</p>	<p>Districtwide</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless X Other (Expelled Students)</p>	<p>Total S/C Funding = \$73,750</p> <p>Classified Salary/Benefits \$73,750 (S/C)</p>
<p>Goal3.Action.F.</p> <p>F(a): Identify and place students who are eligible for Advanced Placement course work.</p> <p>F(b): Establish a support protocol for students in AP coursework that includes:</p> <ul style="list-style-type: none"> Best enrollment option online, concurrent enrollment.... Quarterly Grade check Support teacher/session for students struggling with the AP content 	<p>All Schools</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Counselors Funding see Goal 3 Action B</p>

GOAL:	Goal 4. We will work effectively with parents, families and community partners to support student learning and achievement.			Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 X 6 _7 _8 COE only: _9 _10 Local: N/A
Identified Need:	We know that based on relevant research that when students have a positive, deep and meaningful connection and are known well by adults they are more engaged and successful in school. Analysis revealed low parent participation in school events, low school attendance rates. Parent and student input identified need for mentorship relationships in the community, and parent input requesting resources and learning to improve communication and their relationship with their children.			
Goal Applies to:	Schools:	All		
	Grades:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1				
Expected Annual Measurable Outcomes:	<p>4A: At least 90% of parents, guardians will support student learning/achievement through one or more of the following events this school year:</p> <ul style="list-style-type: none"> -Attend student led conference -Phone conference/electronic conference with the teacher/counselor -Review and sign progress reports -Attendance at transition conference -Attendance at a performance exhibition <p>4C. Increase by 5% from the previous year the number of parents/guardians, business partners, probation, and outside agencies attending stakeholder involvement events and decision making forums.</p> <p>4D. Where appropriate, at least 90% of transitional aged students, ages 14 years and older, will participate in their annual/tri-annual IEP meetings.</p> <p>4E. In special education programs, annually offer 5 parent engagement activities</p>			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Goal4.Action.A.</p> <p>Offer professional learning to parents to enhance home/school partnership as well as parental interests (English & Spanish): Restorative Practices; Trauma informed care; learning and behavior; US school system, and other topics selected by parents and families.</p>	<p>Districtwide</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Total Title I = \$140,000 Classified Salary/Benefits \$140,000 (Title I)</p>
<p>Goal4.Action.B.</p> <p>Parent/guardians and staff are provided authentic opportunities to give input on school programs through multi-communication systems including LCAP stakeholder feedback and SSC which will be monitored and refined as needed.</p>	<p>Districtwide</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>TTotal S/C Funding = \$172,100 Total Title I = \$190,000 Classified Salary/Benefits \$172,100 (S/C), \$190,000 (Title I)</p>
<p>Goal4.Action.C.</p> <p>Conduct and refine workshops based on feedback regarding facilitation, materials, and content received from parent/guardians and teachers on a quarterly basis.</p>	<p>Districtwide</p> <p>Community Schools</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Total S/C Funding = \$5,000 Total Title I = \$20,000 Services & Other Operating Expenses \$5,000 (S/C), \$20,000 (Title I)</p>

<p>Goal4.Action.D.</p> <p>Align and monitor supports (such as curriculum and materials, and participation opportunities) from business and community partners for student learning needs through our annual update and ongoing partner meetings.</p>	<p>All Schools Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Students)</p>	<p>No associated costs</p>
<p>Goal4.Action.E.</p> <p>Continue to monitor, refine and adjust a coherent system of school-based support for students' social, emotional and behavioral health. Target specific and different social, emotional, and behavioral indicators each year.</p>	<p>All Schools Grades: All</p>	<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Total S/C = \$349,709</p> <p>Certificated Salary/Benefits \$146,200 Classified Salary/Benefits \$195,400 Books/Supplies \$8,000</p>
<p>Goal4.Action.4</p> <p>Provide an ASL class for all parents</p>	<p>Davila School Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Costs funded through Special Education</p>

LCAP Year 2

<p>Expected Annual Measurable Outcomes:</p>	<p>4A: At least 92% of parents, guardians will support student learning/achievement through one or more of the following events this school year: -Attend student led conference -Phone conference/electronic conference with the teacher/counselor -Review and sign progress reports -Attendance at transition conference -Attendance at a performance exhibition</p> <p>4C. Increase by 5% from the previous year the number of parents/guardians, business partners, probation, and outside agencies attending stakeholder involvement events and decision making forums.</p> <p>4D. Where appropriate, at least 92% of transitional aged students, ages 14 years and older, will participate in their annual/tri-annual IEP meetings.</p> <p>4E. Maintain formal agreements and/or MOU with community and business partners.</p> <p>4F. In special education programs, annually offer 5 parent engagement activities.</p> <p>4G. Increase parent participation in decision-making forums by 5% over the previous year.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Goal4.Action.F Continue to provide an ASL class for all parents</p>	<p>Davila School Grades: All</p>	<p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Costs funded through Special Education</p>

<p>Goal4.Action.A.</p> <p>Refine professional learning based on parent/guardian feedback. Enhance outreach to parents of unduplicated students and other groups with low turn out by:</p> <ul style="list-style-type: none"> • Including student voice/partnership in the PL • Offering on-line or differentiated PL schedule (daytime vs. night time; language cohorts; grade span cohorts)... 	<p>Districtwide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Total Title I = \$140,000 Classified Salary/Benefits \$140,000 (Title I)</p>
<p>Goal4.Action.B.</p> <p>Review the data from the multi-communication systems and differentiate and expand out-reach based on the needs of parents/guardians based on language, technology knowledge/availability and advancements.</p>	<p>Districtwide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>TTotal S/C Funding = \$172,100 Total Title I = \$190,000 Classified Salary/Benefits \$172,100 (S/C), \$190,000 (Title I)</p>

<p>Goal4.Action.C.</p> <p>Continue to monitor, refine and adjust workshops based on feedback from parent/guardians and teachers on a quarterly basis</p>	<p>Districtwide</p> <p>Community Schools</p> <p>Court Schools</p> <p>Monarch School</p> <p>San Pasqual Academy</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Total S/C Funding = \$5,000</p> <p>Total Title I = \$20,000</p> <p>Services & Other Operating Expenses \$5,000 (S/C), \$20,000 (Title I)</p>
<p>Goal4.Action.D.</p> <p>Continue to align and monitor supports (such as curriculum and materials, and participation opportunities) from business and community partners for student learning needs through the establishment of a coherent district-wide system to be reviewed monthly and biannually for impact.</p>	<p>All Schools</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input checked="" type="checkbox"/> Other (Expelled Students)</p>	<p>No associated costs</p>

<p>Goal4.Action.E.</p> <p>Continue to monitor, refine and adjust a coherent system of school-based support for students' social, emotional and behavioral health. Target specific and different social, emotional, and behavioral indicators each year.</p>	<p>All Schools</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>Total S/C = \$349,709</p> <p>Certificated Salary/Benefits \$146,200 Classified Salary/Benefits \$195,400 Books/Supplies \$8,000</p>
<p>LCAP Year 3</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Goal4A. Increase the number of student led conferences by 10% from the previous year.</p> <p>Goal4B. Increase the number of parents/guardians attending student led conferences by 10% from the previous year.</p> <p>Goal4C. Increase by 20% from the previous year the number of parents/guardians, business partners, probation, and outside agencies attending district/school workshops and events.</p> <p>Goal4D. Where appropriate, 95% of transitional aged students, ages 14 years and older, will participate in their annual/triannual IEP meetings.</p> <p>Goal4E. Maintain formal agreements and/or MOU with community and business partners.</p> <p>Goal4F. In special education programs, annually offer 5 parent engagement activities.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>Goal4.Action.A.</p> <p>Continue to refine professional learning based on parent/guardian feedback. Enhance outreach to parents of unduplicated students and other groups with low turn out by:</p> <ul style="list-style-type: none"> • Including student voice/partnership in the PL • Offering on-line or differentiated PL schedule (daytime vs. night time; language cohorts; grade span cohorts)... 	<p>Districtwide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Total Title I = \$140,000 Classified Salary/Benefits \$140,000 (Title I)</p>
<p>Goal4.Action.B.</p> <p>Review the data from the multi-communication systems and streamline out-reach based on the preferred language and technologies used by parents and guardians with particular attention to parents and guardians who have proven the most difficult to reach.</p>	<p>Districtwide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>TTotal S/C Funding = \$172,100 Total Title I = \$190,000 Classified Salary/Benefits \$172,100 (S/C), \$190,000 (Title I)</p>

<p>Goal4.Action.C.</p> <p>Continue to monitor, refine and adjust workshops based on feedback from parent/guardians and teachers on a quarterly basis</p>	<p>Districtwide</p> <p>Community Schools</p> <p>Court Schools</p> <p>Monarch School</p> <p>San Pasqual Academy</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Total S/C Funding = \$5,000</p> <p>Total Title I = \$20,000</p> <p>Services & Other Operating Expenses \$5,000 (S/C), \$20,000 (Title I)</p>
<p>Goal4.Action.D.</p> <p>Continue to align and monitor supports (such as curriculum and materials, and participation opportunities) from business and community partners for student learning needs through the establishment of a coherent district-wide system to be reviewed monthly and biannually for impact.</p> <p>(need further clarity on goal of this action)</p>	<p>All Schools</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless</p> <p><input checked="" type="checkbox"/> Other (Expelled Students)</p>	<p>No associated costs</p>

<p>Goal4.Action.E.</p> <p>Continue to monitor, refine and adjust a coherent system of school-based support for students' social, emotional and behavioral health.</p>	<p>All Schools</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Total S/C = \$349,709</p> <p>Certificated Salary/Benefits \$146,200</p> <p>Classified Salary/Benefits \$195,400</p> <p>Books/Supplies \$8,000</p>
<p>Goal4.Action.F</p> <p>Continue to provide an ASL class for all parents</p>	<p>Davila School</p> <p>Grades: All</p>	<p>_ All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>Costs funded through Special Education</p>

GOAL:	Goal 5. We will continue to support the progress of expelled students and Foster Youth.			Related State and/or Local Priorities: _1 _2 _3 _4 _5 _6 _7 _8 COE only: X 9 X 10 Local: N/A
Identified Need:	Pursuant to education code 49826 expelled students will be served according to the County Office and local Districts plan. Further, expulsion is known to disrupt the continuity of a student's educational progress. Additionally, it is well known that Foster Youth often experience multiple school enrollments and transfers that hinder their ability to stay on track to complete high school course requirements in order to graduate on time.			
Goal Applies to:	Schools:	Court Schools, Community Schools, San Pasqual Academy and Monarch School		
	Grades:	All		
	Applicable Pupil Subgroups:	Foster Youth, Other (Foster Youth and expelled students)		
LCAP Year 1				
Expected Annual Measurable Outcomes:	<p>Goal5A. 100% of districts within the County have a plan in conjunction with the San Diego County Office of Education to provide educational services for all expelled students.</p> <p>Goal5B. Increase the number of expelled students meeting their goals in their rehabilitation plans by 10% from the previous year.</p> <p>Goal 5C: We will coordinate with 100% of receiving districts to ensure that all expelled foster youth have a transition plan in place.</p> <p>Goal5D: 100% of foster youth will be immediately enrolled and placed in appropriate courses per state and local statute.</p>			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

<p>Goal5.Action.A.</p> <p>Goal5.Action.A. Counselors and Student Transition Technicians monitor and continue implementation of the SDCOE adopted plan for serving expelled students including:</p> <ul style="list-style-type: none"> • Developing and monitoring personal learning plans on a trimester basis for each student • Providing assistance in transitioning back to home school 	<p>Districtwide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input checked="" type="checkbox"/> Other (Expelled Students)</p>	<p>Total S/C Funding = \$236,000</p> <p>Total Title I = \$800,000</p> <p>Certificated Salary/Benefits \$236,000 (S/C), \$800,000 (Title I)</p>
<p>Goal5.Action.B.</p> <p>Monitor and review policies and MOUs regarding transfer, enrollment, placement, and course credit for foster youth.</p>	<p>All Schools</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>No associated costs</p>
<p>Goal5.Action.C.</p> <p>Monitor, refine and adjust practices and services to support prompt enrollment, placement, and course credit completion for foster youth transitioning in and out of county-run programs.</p>	<p>San Pasqual Academy</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Total Title I = \$45,000</p> <p>Services & Other Operating Expenses \$45,000 (Title I)</p>

<p>Goal5.FY.Action.D.</p> <p>Continue collaboration with child welfare to co-locate and co-fund 10 SDCOE Education Liaisons in each Child Welfare Regional Office. These subject matter experts work side by side with case carrying and placement social workers ensuring that school of origin issues and academic needs are taken into consideration at every placement change.</p>	<p>Districtwide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input checked="" type="checkbox"/> Other (Expelled Students)</p>	<p>Other SDCOE funding source (FY Categorical)</p>
<p>Goal5.FY.Action.E.</p> <p>SDCOE, Foster Youth/Homeless Education Services staff will continue to assist probation and child welfare in the identification of appropriate education rights holders as requested and including:</p> <ul style="list-style-type: none"> • IEPs • 504's • Placements <p>—</p>	<p>All Schools</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Other SDCOE funding source (FY Categorical)</p>
<p>Goal5.FY.Action.F.</p> <p>Monitor and refine the SDCOE Foster Youth Student Information System which houses the education and health records of every child under the jurisdiction of Juvenile Court, both Probation and Dependency. This database contains grades, attendance and school information. Juvenile court personnel both contribute to and utilize the database to locate educational information on children in foster care</p>	<p>All Schools</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Other SDCOE funding source (FY Categorical)</p>
<p>LCAP Year 2</p>			

<p>Expected Annual Measurable Outcomes:</p>	<p>Goal5A. 100% of districts within the County have a plan in conjunction with the San Diego County Office of Education to provide educational services for all expelled students. Goal5B. Increase the number of expelled students meeting their goals in their rehabilitation plans by 10% from the previous year. Goal 5C: We will coordinate with 100% of receiving districts to ensure that all expelled foster youth have a transition plan in place. Goal5D: 100% of foster youth will be immediately enrolled and placed in appropriate courses per state and local statute.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Goal5.Action.A.</p> <p>Goal5.Action.A. Counselors and Student Transition Technicians monitor and continue implementation of the SDCOE adopted plan for serving expelled students including:</p> <ul style="list-style-type: none"> • Developing and monitoring personal learning plans on a trimester basis for each student • Providing assistance in transitioning back to home school 	<p>Districtwide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input checked="" type="checkbox"/> Other (Expelled Students)</p>	<p>Total S/C Funding = \$236,000 Total Title I = \$800,000 Certificated Salary/Benefits \$236,000 (S/C), \$800,000 (Title I)</p>
<p>Goal5.Action.B.</p> <p>Continue to monitor and review policies and MOUs regarding transfer, enrollment, placement, and course credit for foster youth.</p>	<p>All Schools</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>No associated costs</p>

<p>Goal5.Action.C.</p> <p>Continue to monitor, refine and adjust practices and services to support prompt enrollment, placement, and course credit completion for foster youth transitioning in and out of county-run programs.</p>	<p>San Pasqual Academy</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Total Title I = \$45,000</p> <p>Services & Other Operating Expenses \$45,000 (Title I)</p>
<p>Goal5.FY.Action.D.</p> <p>Continue collaboration with child welfare to co-locate and co-fund 10 SDCOE Education Liaisons in each Child Welfare Regional Office. These subject matter experts work side by side with case carrying and placement social workers ensuring that school of origin issues and academic needs are taken into consideration at every placement change.</p>	<p>Districtwide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Students)</p>	<p>Other SDCOE funding source (FY Categorical)</p>
<p>Goal5.FY.Action.E.</p> <p>SDCOE, Foster Youth/Homeless Education Services staff will continue to assist probation and child welfare in the identification of appropriate education rights holders as requested and including:</p> <ul style="list-style-type: none"> • IEPs • 504's • Placements <p>—</p>	<p>All Schools</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Other SDCOE funding source (FY Categorical)</p>

<p>Goal5.FY.Action.F.</p> <p>Monitor and refine the SDCOE Foster Youth Student Information System which houses the education and health records of every child under the jurisdiction of Juvenile Court, both Probation and Dependency. This database contains grades, attendance and school information. Juvenile court personnel both contribute to and utilize the database to locate educational information on children in foster care</p>	<p>All Schools</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Other SDCOE funding source (FY Categorical)</p>	
<p>LCAP Year 3</p>				
<p>Expected Annual Measurable Outcomes:</p>	<p>Goal5A. 100% of districts within the County have a plan in conjunction with the San Diego County Office of Education to provide educational services for all expelled students.</p> <p>Goal5B. Increase the number of expelled students meeting their goals in their rehabilitation plans by 10% from the previous year.</p> <p>Goal 5C: We will coordinate with 100% of receiving districts to ensure that all expelled foster youth have a transition plan in place.</p> <p>Goal5D: 100% of foster youth will be immediately enrolled and placed in appropriate courses per state and local statute.</p>			
<p>Actions/Services</p>		<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Goal5.Action.A.</p> <p>Goal5.Action.A. Counselors and Student Transition Technicians monitor and continue implementation of the SDCOE adopted plan for serving expelled students including:</p> <ul style="list-style-type: none"> • Developing and monitoring personal learning plans on a trimester basis for each student • Providing assistance in transitioning back to home school 	<p>Districtwide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input checked="" type="checkbox"/> Other (Expelled Students)</p>	<p>Total S/C Funding = \$236,000</p> <p>Total Title I = \$800,000</p> <p>Certificated Salary/Benefits \$236,000 (S/C), \$800,000 (Title I)</p>	

<p>Goal5.Action.B.</p> <p>Continue to monitor and review policies and MOUs regarding transfer, enrollment, placement, and course credit for foster youth.</p>	<p>All Schools</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>No associated costs</p>
<p>Goal5.Action.C.</p> <p>Continue to monitor, refine and adjust practices and services to support prompt enrollment, placement, and course credit completion for foster youth transitioning in and out of county-run programs.</p>	<p>San Pasqual Academy</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	<p>Total Title I = \$45,000</p> <p>Services & Other Operating Expenses \$45,000 (Title I)</p>
<p>Goal5.FY.Action.D.</p> <p>Continue collaboration with child welfare to co-locate and co-fund 10 SDCOE Education Liaisons in each Child Welfare Regional Office. These subject matter experts work side by side with case carrying and placement social workers ensuring that school of origin issues and academic needs are taken into consideration at every placement change.</p>	<p>Districtwide</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Students)</p>	<p>Other SDCOE funding source (FY Categorical)</p>

<p>Goal5.FY.Action.E.</p> <p>SDCOE, Foster Youth/Homeless Education Services staff will continue to assist probation and child welfare in the identification of appropriate education rights holders as requested and including:</p> <ul style="list-style-type: none"> • IEPs • 504's • Placements <p>—</p>	<p>All Schools</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Other SDCOE funding source (FY Categorical)</p>
<p>Goal5.FY.Action.F.</p> <p>Monitor and refine the SDCOE Foster Youth Student Information System which houses the education and health records of every child under the jurisdiction of Juvenile Court, both Probation and Dependency. This database contains grades, attendance and school information. Juvenile court personnel both contribute to and utilize the database to locate educational information on children in foster care</p>	<p>All Schools</p> <p>Grades: All</p>	<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p>	<p>Other SDCOE funding source (FY Categorical)</p>

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Original Goal from prior year LCAP:	Students will be engaged through the use of effective pedagogical and behavioral supports and interventions		Related State and/or Local Priorities: X 1 _2 _3 _4 X5 X6 _7 X8 COE only: _9 _10 Local:
Goal Applies to:	Schools:	All	
	Grades:	All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	Goal1A. All community school (including SPA and Monarch) students will attend school at least 90% of the time. Community Schools have not yet exceeded 90% and have a YTD attendance rate of 82.3%. SPA and Monarch have baseline attendance above 90%.	Actual Annual Measurable Outcomes:	Goal1A. The attendance rate for Monarch School is 90% and for SPA is 89%, indicating an improvement in comparison to 2014-15 from 89% for Monarch School and from 87% for SPA. Community School attendance rates have decreased from 86% in 2014-

Goal1B. No more than 20% of community school (including SPA and Monarch) students will have 10 or more days absent during the school year.

Goal1C. Reduce the number of students in Special Education schools with 15 days or more of unexcused absences by 1% annually. This is in consideration of health issues as noted in the IEP.

Goal1D. Student offense reports (suspension and referral data) will decrease by 10% below the 2014-15 baseline of 251.

Goal1E. Increase the number of students who stay in programs leading to high school graduation by 5% over the projected 2014-15 baseline of 370.

Goal1F. All students will have access to safe, well-maintained learning environments.

Goal1G. The percentage of students scoring Moderate and High on the Resilience: School Environment and the School Connectedness Indicators on the California Healthy Kids Survey will increase from the 2014-15 baseline.

Note about budget notation:

LCFF Supplemental/Concentration Grant Funds are denoted as "S/C" in the Budgeted Expenditures Sections Note about metrics not included in the SDCOE LCAP:

• The California Department of Education does not publish dropout rate calculations for schools that are operated by County Offices of Education because of constraints in interpreting these calculations for schools with high student mobility. Therefore, middle school dropout rates and high school dropout rates are not included in the SDCOE LCAP as metrics.

15 to 82% for this year to date.

Goal1B. This school year 42% of Community School student have 10 or more absences (compared to 30% in 2014-15); 36% of SPA students have 10 or more absences (compared to 54% in 2014-15) and 42% of Monarch School students have 10 or more absences (compared to 52% in 2014-15).

Goal1C. For the current school year to date, Friendship School had no students with 15 or more absences. Davila Day School's attendance has improved compared to last year. In the current school year to date, 2 out of 25 students have more than 5 unexcused absences. In comparison, 3 out of 23 students had more than 5 unexcused absences during the 2014-15 school year. This represents a 33% reduction in the number of students with 15 or more absences.

Goal1D. The total number of offenses was 268, in comparison to 251 for 2014-15.

Goal1E. The total number of students graduating is projected to be 400 by June 2016, and represents an 8% increase compared to 2014-15.

Goal1F. All school sites have received maintenance (e.g. painting, upgrades). Some school sites received new furniture to change from single chair-desks to tables for collaborative opportunities.

School improvements include expansion of Choice Community School, remodel of Victoria Community School and approved plans for opening of new community school site in City Heights.

Goal1G. Calif Health Kids Survey 2014-15 Baseline data indicated that Moderate and High school environment ratings ranged from 64% to 87%; Moderate and High school connectedness was 81%. The survey will be administered again in May of 2016.

- County-Offices of Education operate schools designated to serve student expelled from local school districts. Consequently, SDCOE does not make a practice of expelling student, instead opting to refer students to other more appropriate school placement alternatives. As a result, the Expulsion Rate metric published by CDE for SDCOE has been unchanged at 0 for the past three years. This metric is therefore not sensitive to change and was not included in the LCAP.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue to implement staff and site realignment and reassignment based on student needs within the community school model to ensure that students have access to increased supervisoino, teachers appropriately assigned and fully credentialed in the subject area taught; and that students have access to standards-aligned instructional materials.	\$3,197,000 GF Certificated Personnel - 1,641,209 Classified - 632,967 Benefits - 11,824 Services and Other Operating Costs - 111,000	Goal1.ActionA. We have continued to realign school sites and maintained 27 school sites this school year. Construction is now underway for a new community school site in City Heights scheduled to open in August of 2016 for the 2016-17 school year. Additionally, plans for the expansion of Monarch School to include a Career Technical Education "learning lab" have been approved and are underway. Construction for this expansion are scheduled to begin during the Summer of 2016.	Total S/C = \$3,474,800

Scope of service:	All Schools - Community Schools, Court Schools, Monarch School and San Pasqual Academy Grades: All		Scope of service:	All schools. Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other			Continue developing program logic models (i.e., description of inputs, actions and processes that produce student outcomes), case studies and demonstration school sites that illustrate building internal capacity, replicability, sustainability of innovative programs and practices that support student learning. \$683,000 GF \$244,000 Title I Certificated Personnel - \$71,002 Classified - \$55,866 Employee Benefits - \$56,132 Services and Other Operating Costs - \$244,000 (Title 1) Capital Outlay - \$500,000
		Goal1.Action.B. A theory of action and District Instructional Focus have been developed and are being implemented. Logic models for each LCAP goal have been developed and are included in public reports to our county school board during LCAP progress reports. Additionally, plans have been approved and construction is underway for a new community school in the City Heights area of metropolitan San Diego. The instructional and physical design of this school has been informed by the District Instructional Focus, case studies of effective schools serving similar student populations in other areas and by what we have learned about actions and services that have had positive impact on student learning.		Total S/C = \$690,600 Total Title I = \$144,100	

Scope of service:	All Schools - Community Schools, Court Schools, Monarch School and San Pasqual Academy Grades: All		Scope of service:	All schools. Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _Other		

<p>Continue to research, identify and refine implementation of revised operational processes to assess, monitor and support personalized student learning and college and career readiness and eligibility.</p>		<p>\$1,342,000 GF \$139,000 Title I</p> <p>Certificated Personnel Salaries - \$80,614 (Title 1)</p> <p>Classified Personnel Salaries - \$571,278 (S/C), \$36,386 (Title I)</p> <p>Employee Benefits - \$341,722 (S/C)</p> <p>Books and Supplies - \$22,000 (Title 1)</p> <p>Services and Other Operating Costs - \$429,000 (S/C)</p>	<p>Goal 1.ActionC. Staff have developed operational processes and implemented the personal learning plans in our main student information system (PROMIS), including goals for coursework, college and career readiness and timely assessment data, as well as transition plans for incarcerated youth to ensure continuity of their educational placement following release. An "info-graphic" summary version of the personal learning plan is being developed in collaboration with a student focus group to ensure the validity, utility and portability of this plan for our students. Additional data systems to support personalized learning are being researched and evaluated, with an RFP for a new student data system current being developed for released early in the 2016-16 school year. Projected implementation date for the new data system is July 1, 2018.</p>	<p>Total S/C = \$1,287,100 Total Title I = \$139,100</p>	
<p>Scope of service:</p>	<p>All Schools Grades: All</p>		<p>Scope of service:</p>	<p>All schools Grades: All</p>	

_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _Other	
Continue to provide and monitor initial implementation of professional learning for staff on PBIS, trauma informed care and Restorative Justice.		\$177,000 S/C Certificated Personnel Salaries - Classified Personnel Salaries - \$48,888 Employee Benefits - \$28,112 Books and Supplies - \$22,000 (Title 1) Services and Other Operating Costs - \$100,000 (S/C)	Goal1.Action.D. All JCCS staff have participated in initial PBIS professional learning and are establishing site level PBIS teams and are supporting the implementation of PBIS in their respective learning communities. Professional learning fo all JCCS staff in Restorative Practice and Trauma Informed Practice has started during the spring of 2016 and will continue into the 2016-17 school year.	Total S/C = \$80,300* *Discrepancy is because of an open school social worker position that was budgeted and is not yet filled.
Scope of service:	All Schools Grades: All		Scope of service:	All schools. Grades: All

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White X Students with Disabilities X Homeless X Other(Students displaying challenging behavior and/or who have histories of trauma.)</p>
<p>What changes in actions, servivces, and expenditures</p>	<p>It is clear from our outcome data that we will continue all Goal 1 actions and services. Implementation of a district instructional focus has provided teachers, principals and support staff a common language for discussing about student learning and improving instructional practice. Continued professional learning for principals and teachers to improve instructional practice will help to ensure that our schools are places for compelling, engaging and deep student learning. Students indicated support for continuing this goal and supports for personalized learning. Parents, teachers, students and community partners all indicated continued support for this goal. Specifically, parents indicated support site re-alignment to improve communication and opportunities for student learning. Parents also supported continuation of expanded learning experiences beyond the school building, implementation of Restorative Practices and continued implementation of PBIS. Teachers also indicated support for additional English Learner and Math support, Restorative Practices, and PBIS. Indeed, in schools where we see a combination of deeper implementation of the instructional focus, implementation of Restortative Practice and schoolwide supports for positive behavior we have seen improvements in our behavioral metrics (i.e., attendance and student offenses). The increase in student offenses has been analyzed closely and appears to driven by behavior support practices at specific school sites. For community school sites not showing improvement on these metrics, targeted professional learning in Restorative Practice has been designed and implemented.</p> <p>Additionally, attendance tracking reports have been designed and programmed into our Illuminate Data and Assessment (DnA) Information System for principals, vice principals, school counselors, teachers, support staff and district administrators to track site level attendance and students approaching and/or exceeding 10 or more absences. Counselors and support staff have been instructed to act on these data by contacting parents, making home visits and designing meaningful and appropriate incentives for improving student attendance. An additional school social worker position has been opened for recruitment and hiring specifically for the community schools to further support the social, behavior and emotional needs of our students and to support positive behavior and school attendance.</p>	

<p>Original Goal from prior year LCAP:</p>	<p>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), and increase the percentage of English learners making annual progress in acquiring English.</p>		<p>Related State and/or Local Priorities: _1 X 2 _3 X 4 _5 _6 X 7 X 8 COE only: _9 _10 Local:</p>
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>All</p>	
		<p>Grades: All</p>	
	<p>Applicable Pupil Subgroups:</p>	<p>All</p>	
<p>Expected Annual Measurable Outcomes:</p>	<p>Goal2A 50% of elementary, middle and high students will score proficient in reading and mathematics on the Measures of Academic Progress (MAP).</p> <p>Goal2B. Special Education schools that adopted MAP will increase student RIT scores by 1 Standard Error of Measurement in math and reading over baseline.</p> <p>Goal2C. Increase performance 5% on locally-developed performance tasks from 2014-15 baseline.</p> <p>Goal2D. For students at Friendship School, the FAST (Functional Assessment Screening Tool) measures will grow 5% over 2014-15 scores.</p> <p>Goal2E. 2015 will establish the baseline for the revised Academic Performance Index (API)</p> <p>Goal2F. 60% of English Learners will make annual progress in learning English (as defined by Title III AMAO 1).</p> <p>Goal2G. The percentage of English learners being reclassified to Fluent English proficient will increase by 1% from the prior year.</p>	<p>Actual Annual Measurable Outcomes:</p>	<p>Goal2A. Proficiency projections for Spring 2016 MAP testing based on Fall 2015 testing are below 50% proficient in reading and mathematics. Actual proficiency levels will be calculated at the close of the 2015 testing term in June 2015. Spring 2016 Proficiency projections by grade span are (Fall 2014 proficiency projections are in parens for comparison) :</p> <p>Grades 2-8 Reading = 13% (12%)</p> <p>Grades 2-8 Math = 7% (4%)</p> <p>High School Reading = 7% (9%)</p> <p>High School Math = 3% (5%)</p> <p>Goal2B. Davila School's MAP results across grade labels show average increases of more than 1 SEM in Reading and Math. North County Academy's MAP results across grade levels show average increases of 1SEM in Reading and Math.</p> <p>Goal2C. The LEA no longer administers these performance tasks.</p> <p>Goal2D.</p> <ul style="list-style-type: none"> FAST measure was given in the Fall 2015 and Spring 2016 for Friendship School Students

- 40 students were assessed in the FALL and Spring assessment windows
- After measuring the FAST benchmarks from the Fall 2015 to the Spring 2016 students increased by 2% for the 2015-2016 school year. This is not however, a year to year comparison because the publisher has suggested we compare Fall (21.4%) to Spring (23.4%) data to allow teachers the opportunity to analyze their students areas of need and then further instruction improve student achievement and improvement in state testing.

Goal2E. Effective July 1, 2013, California *Education Code* Section 52056(a) requiring API ranking of schools was repealed. The California Department of Education (CDE) is developing new indicators to include in the high school API.

Goal2F. On AMAO I, 45% of English Learners made annual progress in 2014-15 annual progress, in comparison to 43% in 2013-14. The CDE is scheduled to release the 2015-16 English Learner progress report later this spring.

Goal2G. On AMAO II, 20.6% of English Learners with less than 5 years of instruction and 28.4% of English Learners with more than 5 years of instruction attained English Proficiency on CELDT, based on the 2014-15 Title III Accountability Report. These results represent a significant increase for English Learners with less than 5 years of instruction from the 2013-14 Title III Report for the LEA that indicated that 12% of this group attained English Proficiency on CELDT. These results represent a decrease for English Learners with more than 5 years of instruction from the 2013-14 Title III Report for the LEA that indicated 31.3% of this group attained English Proficiency on CELDT. Percent of English Learners Reclassified to Fluent English Proficient will be calculated once all reclassifications are completed by May 2016. At this point in the

			school year, 20 English Learners have met reclassification criteria.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue to implement and monitor professional learning and embedded coaching.	<p>\$347,000 GF</p> <p>\$447,000 Title 1</p> <p>Certificated Personnel Salaries - \$328,145 (S/C)</p> <p>Classified Personnel Salaries -</p> <p>Employee Benefits - \$105,855 (S/C)</p> <p>Books and Supplies -</p> <p>Services and Other Operating Costs - \$447,000 (Title 1)</p>	<p>Goal2.Action.A. Two of our original six instructional coaches have been promoted to assistant principal and one has taken a mathematics teaching position at a community school site. The remaining three instructional coaches have continued to provide 1:1 coaching and have begun to lead group professional learning focused on use of learning targets and success criteria in daily teaching practice as well as to lead the development of UC-aligned high school courses. Additionally, a professional learning specialist has been hired and is coordinating and developing district level professional learning to further advance implementation of the district instructional focus.</p> <p>The professional learning specialist monitors, plans and evaluates professional learning throughout the school district.</p>	<p>Total S/C = \$257,900*</p> <p>Total Title 1 = \$447,000</p> <p>*Differential in S/C funds is because personnel funded under this action were duplicated in Goal 1 (ActionA). These funds (approx. \$178,000) were spent in Goal 1.</p>

<p>Scope of service:</p>	<p>All Schools - Community Schools, Court Schools, Monarch School and San Pasqual Academy</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>All schools.</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White X Students with Disabilities X Homeless <input type="checkbox"/> Other</p>		
<p>Implement and monitor professional learning on how to analyze and use data to inform instruction.</p>	<p>\$119,000 S/C</p> <p>Certificated Personnel Salaries - \$65,153 (S/C)</p> <p>Classified Personnel Salaries - \$15,415 (S/C),</p> <p>Employee Benefits - \$28,432 (S/C)</p> <p>Books and Supplies -</p> <p>Services and Other Operating Costs - \$10,000 (S/C)</p>	<p>Goal2.ActionB. All principals have been trained in the Atlas <i>Using Data Protocol</i> and monthly <i>Data Labs</i> have been implemented at principals meetings to analyze and discuss LCAP metric data. Principals and support staff managers have also implemented the Atlas protocol in PLCs in their schools.</p>	<p>Total S/C = \$83,000*</p> <p>The reduced expenditure is because a data systems conference that was planned to be out of town was held locally, saving a significant amount of money budgeted for travel.</p>		

Scope of service:	All Schools Grades: All		Scope of service:	All schools. Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other		

<p>Identify, select and purchase instructional materials that align to CCSS and rigorous instruction, including ELD and intervention materials</p>		<p>\$147,000 S/C \$93,000 title I \$40,000 Title III \$400,000 Lottery Certificated Personnel Salaries - Classified Personnel Salaries - Employee Benefits - Books and Supplies - \$52,000 (Title 1), \$140,000 (S/C), \$40,000 (Title III), \$400,000 (Lottery) Services and Other Operating Costs - \$7,000 (S/C), \$41,000 (Title I)</p>	<p>Goal2.Action.C. A process for review, purchasing and distribution of instructional materials has been implemented, monitored and refined during the school year. Principals and teachers in each JCCS learning community order and receive materials including Carnegie Mathematics materials, as well as supplemental ELA materials. Additionally, each teacher has been provided \$1000 for purchase of supplemental materials to student learning interests such as original source material and materials for thematic inquiry-based projects.</p>	<p>Total S/C = \$147,000 Total Lottery = \$215,700* Total Title I = \$28,200* Total Title III = \$36,500 *unspent funds will be carried over to fund planned material expenditures rescheduled from the 2015-16 school year to the 2016-17 school year.</p>	
<p>Scope of service:</p>	<p>All Schools Grades: All</p>		<p>Scope of service:</p>	<p>All schools. Grades: All</p>	

_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian X Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	
Develop capacity in Resource Teachers to begin providing embedded coaching.		\$468,000 Title I Certificated Personnel Salaries - \$356,875 (Title 1) Classified Personnel Salaries - Employee Benefits - \$111,125 (Title I) Books and Supplies - Services and Other Operating Costs -	Goal2.Action.D. Our remaining three instructional coaches have provided embedded coaching to an additional 30 teachers over their baseline of 61 teachers last school year (based on six instructional coaches).	Total Title I = \$376,900* *Decreased expenditure reflects reduction in staffing.
Scope of service:	All Schools - Community Schools, Court Schools, Monarch School, San Pasqual Academy Grades: All		Scope of service:	All Schools. Grades: All

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	
Refine PLCs and begin lesson study, and provide release time as needed to ensure teacher participation.		\$25,000 (S/C) Certificated Personnel Salaries - \$22,225 (S/C) Classified Personnel Salaries - Employee Benefits - \$2,775 (S/C) Books and Supplies - Services and Other Operating Costs -	Goal2.Action.E. PLCs continue and are being refined and adjusted in all JCCS learning communities. Specific protocols for analysis of student work have been implemented and lesson studies have been implemented in the Monarch Schools as well as JCCS Math Cohorts and ELA Work Groups which are comprised of teachers across learning communities.	Total S/C = \$27,500
Scope of service:	All Schools - Community Schools, Court Schools, Monarch School, and San Pasqual Academy Grades: All		Scope of service:	All schools. Grades: All

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino X White X Students with Disabilities X Homeless <input type="checkbox"/> Other</p>	
<p>Increase the amount of instructional time for students by recruiting and hiring additional Instructional Assistants to provide equity and access to all.</p>	<p>\$1,033,000 S/C</p> <p>Certificated Personnel Salaries -</p> <p>Classified Personnel Salaries - \$546,000 (S/C),</p> <p>Employee Benefits - \$486,873 (S/C)</p> <p>Books and Supplies -</p> <p>Services and Other Operating Costs -</p>	<p>Goal2.Action.F. A 360-minute instructional day has been implemented during the 2015-16 school year and all high school students now have access to up to 360 minutes of instruction per day based on their course and learning needs. Additional paraeducator positions including Classroom Assistant have been created to provide students with additional learning time.</p>	<p>Total S/C = \$1,001,961</p>

Scope of service:	All Schools - Community Schools, Court Schools, Monarch School, and San Pasqual Academy Grades: All		Scope of service:	All schools. Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other		
Monitor and adjust the learning walk and classroom observation cycle.	\$6,000 S/C Certificated Personnel Salaries - \$5,335 (S/C) Classified Personnel Salaries - Employee Benefits - \$665 (S/C) Books and Supplies - Services and Other Operating Costs -	Goal2.Action.G. Two Learning Walks have been completed to date in JCCS learning communities during the 2015-16 school year. Third walk is scheduled for May 2016. Results of Learning Walks indicate deepening implementation of the district instructional focus and positive changes in teacher instructional practices such as more cognitively demanding questioning and learning tasks.	Total S/C = \$6,000		

Scope of service:	All Schools - Community Schools, Court Schools, Monarch Schools, San Pasqual Academy Grades: All		Scope of service:	All Schools Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other		
Research and share best practices to inform profesional learning to support accelerated language acquisition and academic achievement for English Learners including long term English Learners		\$0	Goal2.Action.EL.A. Our new English Learner Specialist has collaborated with SDCOE Learning and Leadership Services to establish an EL Student Shadowing Protocol to inform instructional practice for English Learners. An English Learner teacher workgroup was established to learn about, share and disseminate best practices. A team of JCCS teachers and administrators have established an EL leadership team focus on instructional improvement for EL through design thinking. A team of JCCS teachers and administrators have collaborated with their counterparts in Baja California to learn and implement Tutoria methods to enhance academic learning of EL students and other unduplicated student groups in JCCS.		No associated cost
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	

_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Support teachers and leaders in identifying and implementing high quality integrated and designated ELD		\$0	Goal2.Action.EL.B. The EL specialist and the English Learner teacher workgroup have worked to research and identify high quality integrated and designated ELD. This group also supports teacher in the use of these methods and materials with our English Learners.		No associated costs
Scope of service:	All Schools Grades: All		Scope of service:	All schools Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Identify English Learners that need extended learning time and enroll them in appropriate support classes/programs		\$0	Goal2.Action.EL.C. The need for additional supports for English learners are determined at the time of enrollment and also based on performance on CELDT performance as well as local assessments such as the MAP.		No associated costs

Scope of service:	All Schools Grades: All		Scope of service:	all Schools Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Establish and begin implementing processes to identify and support low-performing RFEP students, including academic achievement, credit attainment, and A-G course completion		\$0	Goal2.Action.RFEP.A. This action has led to the development of specialized reports that have been developed in our student data systems to identify low-performing RFEP students and will be implemented for the 2016-17 school year.		No Associated costs
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

What changes in actions, services, and expenditures	Nearly all Goal 2 actions and services will continue. Outcome data from our metrics indicate a clear need to continue to support the work to deepen the implementation of our instructional focus, expand innovative instructional practices such as inquiry-based learning and target additional support for English Learners. In support of this work, the role of our instructional coaches will continue to evolve over the next three years to support professional learning as it is applied to instructional practice in our classroom and specifically to ensure that the implementation of learning targets and success criteria lead to deeper understanding as the cognitive load of learning tasks shifts from teachers to students. With this in mind the Goal2.ActionA and Goal2.ActionD will merge into a single action concerning ongoing instructional coaching and facilitation of professional learning. Additionally, actions and services in Goal 2 will help to ensure that learning is purposeful and aligned to grade level CCSS in ELA and Math. Further, As we will continue work to integrate ELD supports for our English Learners across all actions and services will ensure that our English Learners have access to innovative instruction and receive integrated and designated supports.
--	--

Original Goal from prior year LCAP:	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.	Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 X 8 COE only: _ 9 _ 10 Local:
Goal Applies to:	Schools: All Grades: All	
	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	<p>Goal3A. Research and develop a-g course outlines that reflect state standards and are approved and accessible to students.</p> <p>Goal3B. Increase the number of students completing a UC approved a-g course with a C or better by 10 % from the prior year.</p> <p>Goal3C. Continue to research, develop, and refine CTE courses that are aligned to the industry sectors in the area.</p>	<p>Actual Annual Measurable Outcomes:</p> <p><i>As of April 2016:</i></p> <p>Goal3A. Teacher workgroups continue to develop UC-aligned courses. We now have UC-approved face to face and online course sequences in High School English, Integrated Mathematics, and History/Social Science. We also have approved courses in Languages other than English and Visual and Performing Arts, including Music. Work continues to develop UC-aligned science courses, CTE and electives.</p>

<p>Goal3D. Students who are enrolled in NCA, who are 14 or older will achieve 75% of their ITP goals.</p> <p>Goal3E. Ensure teachers have the credentials appropriate for their assignment, to provide rigorous standards-based instruction.</p> <p>Goal3F. 90% of students in community and court schools have access to 1:1 technology.</p> <p>Goal3G. All students will have access to instructional materials aligned to standards and rigorous instruction.</p> <p>Goal3H. Establish a baseline on the number of students meeting the Early Assessment Program “college-ready” score (Grade 11 Smarter Balanced assessment).</p> <p>Goal3I. Research Advanced Placement course options for students meeting AP pre-requisites</p>	<p>Goal 3B. To date, 981 students have completed at least one UC-approved course with a C or better. This is in comparison to 672 students in 2014-15. Moreover, average courses completed per student increased from 2 in 2014-15 to 4 courses per student for 2015-16. This represents a 100% increase in comparison to last year.</p> <p>Goal 3C. We have added two additional Career Technical Education (CTE) course during the 2015-16 school year. Moreover, enrollment in CTE courses has increased from 57 students in 2014-15 to 213 student so far in the 2015-16 school year.</p> <p>Goal 3D. At North County Academy (NCA) this school year to date, 92 out of 120 Individual Transition Plan goals have been met, for a 77% completion rate. This is a new goal for 2015-16, so there is no prior year comparison data for NCA.</p> <p>Goal 3E. 100% of SDCOE teachers meet state credentialing requirements for their current assignments. Additionally, a high percentage of SDCOE teachers met Federal HQT requirements during the 2015-16 school year:</p> <p>Community Schools HQT = 89%</p> <p>Court Schools HQT = 85%</p> <p>Monarch School HQT = 100%</p> <p>San Pasqual Academy HQT = 100%</p> <p>Goal 3F. More than 90% of our students now have access to a Chromebook or other device, in comparison to 82% last year.</p> <p>Goal 3G. Material acquisition and distributions processes have been implemented and refined so that all materials ordering is now online and materials are shipped within 24 hours of delivery.</p>
--	---

			<p>Additionally, each teacher has been allocated \$1000 for purchase of rigorous instructional materials.</p> <p>Goal 3H. During the Spring 2015, 2% of students met the college ready requirement in English-Language Arts on the Early Assessment Program (EAP) and 1% met the conditionally college ready requirement in Mathematics. Results for Spring 2016 assessments will be available after testing is completed in June of 2016. Comparisons of changes in 2016 performance over the 2015 baseline will be made at that time.</p> <p>Goal 3I. To date, we have not enrolled any students eligible for AP exams. However, we are addressing our students' needs for college and career readiness by developing community college concurrent enrollment options and have placed 67 eligible students in concurrent community college enrollment as a result of new partnerships with local community colleges. An additional 35 students are projected to enroll in June of 2016. This is in comparison to no (i.e., 0) students in 2014-2015.</p>
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

<p>Continue teacher workgroups to develop a-g aligned course descriptions, tasks, competencies, and assessments for mathematics, science, languages other than English and VAPA courses..</p>		<p>\$20,000 Title III \$12,000 S/C</p> <p>Certificated Personnel Salaries - \$10,675 (S/C), \$17,775 (Title III)</p> <p>Classified Personnel Salaries -</p> <p>Employee Benefits - \$1,325 (S/C), \$2,225 (Title III)</p> <p>Books and Supplies -</p> <p>Services and Other Operating Costs -</p>	<p>Teachers and other content experts worked collaboratively to develop additional UC-approved courses including Economics, American Government, US History, World History, Art, Digital Media Arts, Guitar, Photography and Theater.</p>	<p>Total Title III = \$22,000 Total S/C = \$12,000</p>	
<p>Scope of service:</p>	<p>All schools</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>All of our schools offer high school coursework and these additional courses are now part of their UC course lists.</p> <p>Grades: 9th, 10th, 11th, 12th</p>	

_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other	
Research and identify models of standards based report cards and competency based assessment and course credits.		\$33,000 S/C Certificated Personnel Salaries - \$25,730 Classified Personnel Salaries - Employee Benefits - \$7,270 (S/C) Books and Supplies - Services and Other Operating Costs -	Models of standards-based report cards have been researched and developed in the Illuminate Data and Assessment System. A standards-based elementary school report card has been designed and is being piloted at Monarch School. A secondary teacher gradebook and report card workgroup has been convened to research models of standards based grade reporting in Illuminate Data and Assessment. This work has prompted review of district grading policies, including a district leadership discussion regarding the identification of core competencies across the high school curriculum that would lead to course credit.	Total S/C = \$36,285
Scope of service:	All schools Grades: All		Scope of service:	This has applied to all schools. Grades: All

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input checked="" type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
---	--	--

<p>Identify and purchase resources and staff needed to implement personalized learning plans, digital literacy and high quality VAPA, STEM, and CTE courses.</p>	<p>\$542,000 S/C \$117,000 Title I</p> <p>Certificated Personnel Salaries - \$105,980 (S/C)</p> <p>Classified Personnel Salaries - \$55,896 (Title III)</p> <p>Employee Benefits - \$36,020 (S/C), \$36,104 (Title III)</p> <p>Books and Supplies - \$371,000 (S/C)</p> <p>Services and Other Operating Costs - \$29,000 (S/C), 25,000 (Title III)</p>	<p>Positions for a Career Technical Education (CTE) Specialist, a CTE Impact Teacher and a Visual and Performance Arts (VAPA) Impact Teacher were developed, recruited for and filled to develop high quality CTE and VAPA learning opprtunities and experiences for our students. Over 85% of teachers have either completed either Leading Edge Certification (LEC) or Digital Literacy Training.</p>	<p>S/C = \$546,700 Title I = \$121,800</p>		
<p>Scope of service:</p>	<p>All schools Grades: All</p>		<p>Scope of service:</p>	<p>This work has applied to all schools. Grades: All</p>	

<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White X Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White X Students with Disabilities X Homeless <input type="checkbox"/> Other</p>		
<p>Continue to provide qualified teacher for, and monitor intersessions focused on continuity of instruction, expectation and clearly defined calendar breaks.</p>		<p>\$1,001,000 S/C</p> <p>Certificated Personnel Salaries - \$378,300 (S/C)</p> <p>Classified Personnel Salaries -</p> <p>Employee Benefits - \$122,700 (S/C)</p> <p>Books and Supplies -</p> <p>Services and Other Operating Costs -</p>	<p>Intersessions have continued and are being monitored and evaluated to ensure continuity of instruction, expectation and clearly defined calendar breaks. Results of this evaluation process led to the formation of a JCCS calendar committee of teachers, staff, and administrators that collaborated to develop calendar options for the 2016-17 school year that refined the intersession schedule to ensure continuity of instruction. The revised calendar was approved by the county school board.</p>	<p>Total S/C = \$844,600*</p> <p>*Reduced intersession days and reduced student enrollment account for reduced expenditures</p>	
<p>Scope of service:</p>	<p>All schools - Community Schools, Court Schools, Monarch School and San Pasqual Academy</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>This work has and will continue to apply to all schools.</p> <p>Grades: All</p>	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	
Define, identify and develop CTE pathways that represent our local industry sectors.		\$86,000 S/C Certificated Personnel Salaries - \$71,000 (S/C) Classified Personnel Salaries - Employee Benefits - \$15,000 (S/C) Books and Supplies - Services and Other Operating Costs -	A plan has been developed by our newly formed CTE team, based on student interest, need and input from our local economic development council for expansion of CTE course offerings into additional industry sectors: Added in 2015-16: Graphic Design (Industry Sector: Arts, Media and Entertainment) To be added in 2016-17: Heating Ventilation and Air Conditioning (Industry Sector: Building and Construction Trades) Enrollment in existing CTE courses has been expanded will continue to be monitored to ensure all interested students have the opportunity to enroll in CTE courses. Welding (Industry Sector: Manufacturing and Product Development)	Total S/C = \$66,500* *expense reduce by staff vacancy that was realigned to other LCAP Goals and actions.
Scope of service:	All schools Grades: All		Scope of service:	This services applies to all schools. Grades: 10th, 11th, 12th

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _Other	
Conduct a review of current and incoming students who may need or be eligible for Advanced Placement coursework, and identify course options (such as online courses, concurrent enrollment, etc.).		\$0	Goal3.Action.F. Eligibility and need for AP courses is determined at the time of enrollments. To date, no students have completed an AP course this school year. However, 67 eligible JCCS students have been concurrently enrolled in local community colleges.	No associated cost
Scope of service:	All Schools Grades: All		Scope of service:	All Schools Grades: 10th, 11th, 12th
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _Other	

What changes in actions, services, and expenditures	Continue all Goal 3 actions and services. The clear need, demand (based on student, teacher and parent input) and student success in completion of UC-approved coursework warrants additional courses will be developed and adopted to align to Next Generation Science Standards. Additionally, UC-approved electives and Career Technical Education courses will be developed and adopted. Indeed, stakeholder input consistently supported continued expansion and development of UC-approved coursework for all students, including CTE opportunities. Our new community school campus has clear connections to and will further advance our expected outcomes, actions and services in Goal 3 (as well as Goals 1 and 2) and will be built to include a production kitchen (for Culinary Arts learning), fully equipped high school chemistry/biology laboratory, which will be the first ever in the SDCOE Community Schools, as well as CTE lab space intended for Graphics Production, Heating Ventilation/Air Conditioning (HVAC) and Welding pathways. Additionally, we will continue to track and measure concurrent community college enrollment for Goal3.Action.F.
--	--

Original Goal from prior year LCAP:	Students will have more support for social, emotional, behavioral needs as well as high expectations for success from teachers, family, community and business partnerships.		Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 X 6 _7 _8 COE only: _ 9 _ 10 Local:
Goal Applies to:	Schools: All		
	Grades: All		
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<p>Goal4A. Increase the number of student-led conferences by 10% from the 2014-15 baseline.</p> <p>Goal4B. Increase the number of parents/guardians attending student led conferences by 10% from the 2014-15 baseline.</p> <p>Goal4C. Increase by 20% from the 2014-15 baseline the number of parents/guardians, business partners, probation, and outside agencies attending district/school workshops and events.</p> <p>Goal4D. Where appropriate, 80% of transitional aged students, ages 14 years and older, will participate in their annual/triannual IEP meetings.</p> <p>Goal4E. Increase the number of formal agreements and/or MOU with community and business</p>	Actual Annual Measurable Outcomes:	<p>Goal4A. Student led conferences increased by 30% over the 2014-15 baseline of 255 to 332. Additional conferences are scheduled for Third Trimester in June 2016.</p> <p>Goal4B. Parent participation in student led conferences decreased to 105 from the 2014-15 baseline of 255. this represents a 53% decrease. However, the number of student performance exhibitions increased to 30 exhibitions and parents participated in these events. Indeed, as parent participation in school events increased dramatically as indicated below in Goal4C. Additional conferences are scheduled for Third trimester in June 2016.</p> <p>Goal4C. Parent and community partners participating in workshops and events has increased to 502 over the 2014-15 baseline of 80 (528%</p>

	<p>partnership by 25% from the 2014-15 baseline.</p> <p>Goal4F. Decrease the number of classroom disruptions of outside agency personnel by 25% from the 2014-15 baseline.</p> <p>Goal4G. In special education programs, annually offer 5 parent engagement activities.</p> <p>Goal4H. Increase parent participation in decision-making forums by 1% over the 2014-15 baseline.</p>	<p>increase).</p> <p>Goal4D. At Friendship School this school year to date, 80% of students 14 years and older have participated in their IEP meetings. At North County Academy this school year to date, 95% of students 14 years and older have participated in their IEP meetings.</p> <p>Goal4E. Seven (7) additional MOUs have been created year to date for a total of 25, which is a 38% increase over 2014-15. Review of all MOUs is ongoing.</p> <p>Goal4F. Principals and vice principals have worked to reduce classroom disruptions during instructional time, and anecdotal evidence indicates a reduction over this school year. Baseline level of classroom disruption was an average of 10 per day, based on teacher self-reported responses to a survey completed in June of 2015. The survey will be re-deployed in June of 2016 to determine change in level of classroom disruptions.</p> <p>Goal4G. Davila Day School, Friendship School and North County Academy each offered 5 parent engagement activities during the 2015-16 school year.</p> <p>Goal4H. Twenty (20) parents consistently participated in SSCs, DELAC, and, DPAC. An additional 155 parents participated in LCAP community input and discussion forums, with 4 parents serving as co-facilitators at these forums. This level of participation represents an over 145% increase in parent participation in decision-making forums in comparison to 2014-15.</p>
--	---	--

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

<p>Implement and monitor professional learning, including topics such as Restorative Justice and Trauma Informed Care, that helps empower parents/guardians, especially the parents of low income students and English Learners, to understand the educational system and how to communicate with their students about their learning and behavior.</p>		<p>\$280,000 S/C \$135,000 Title I</p> <p>Certificated Personnel Salaries -</p> <p>Classified Personnel Salaries - \$186,652 (S/C), \$93,326 (Title III)</p> <p>Employee Benefits - \$93,348 (S/C), \$41,674 (Title III)</p> <p>Books and Supplies -</p> <p>Services and Other Operating Costs -</p>	<p>Goal4.Action.A. Parents and family members have participated in professional learning opportunities throughout the school year, including restorative practices workshops that focus on improved communication about behavior and learning.</p>	<p>Total S/C = \$140,308* Total Title I = \$138,189 *Discrepancy is because of budgeted, unfilled clerical positions which are not needed at this time to support this action.</p>
<p>Scope of service:</p>	<p>All schools</p> <p>Grades: All</p>		<p>Scope of service:</p>	<p>All</p> <p>Grades: All</p>

<p><input type="checkbox"/> All</p> <p>-----</p> <p>X Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils X Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White X Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races X Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander X English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White X Students with Disabilities X Homeless <input type="checkbox"/> Other</p>	
<p>Establish multi-communication system that allows parents/guardians opportunities to authentically give input on the school programs.</p>	<p>\$178,000 Title I \$153,000 S/C</p> <p>Certificated Personnel Salaries -</p> <p>Classified Personnel Salaries - \$87,312 (S/C), \$117,382 (Title III)</p> <p>Employee Benefits - \$65,668 (S/C), \$60,618 (Title III)</p> <p>Books and Supplies -</p> <p>Services and Other Operating Costs -</p>	<p>Goal4.Action.B. Principals use of the BlackBoard Connect communication system for phone calls to parents. Additionally, online parent portals have been developed to share student progress information and will be accessible for the Third Trimester (Spring 2016).</p>	<p>Total S/C = 0* Total Title I = \$190,037 *Discrepancy is because of budgeted, unfilled clerical positions which are not needed at this time to support this action.</p>

Scope of service:	All Grades: All		Scope of service:	All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities _ Homeless _ Other		
Provide workshops and professional learning to establish multi-communication system that allows probation, business, and community partners opportunities to authentically give input on the school programs.		\$5,000 S/C Services and Other Operating Expenses - \$5,000	Goal4.Action.C. Sixteen (16) LCAP Annual Progress input forums were held during Fall of 2015 and Spring of 2016 for parents, partner agencies and students. An online community LCAP input survey has been live on the SDCOE website since Fall of 2014. These forums and online surveys will continue as part of a regular reporting and input process.	Total S/C = \$11,000* *additional expenditures for additional parent and community engagement activities	
Scope of service:	All - Community Schools, Court Schools, Monarch School, and San Pasqual Academy Grades: All		Scope of service:	all Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other		

<p>Establish a coherent system that aligns supports from business and community partners to student learning needs.</p>	<p>No associated cost.</p>	<p>SP.Goal4.Action.D. This work continues as additional partnerships with business and community partners are developed and formalized. Current partnerships that have been established, formalized or renewed this year include: Partner/Purpose Neighborhood house/Preschool for pregnant, parenting teen program Episcopal community services/ Preschool for pregnant, parenting teen program Vista Unified/Innovations school site Escondido Union school District/Expulsion alternative for students San Marcos Unified/ Expulsion alternative for students Revolution foods/Food Service for community schools Top notch catering/Student internships Boys and Girls Club of Greater San Diego, Escondido/Community school classrooms Project Aware/Gang intervention services Life Line/Student counseling MAST/Student counseling Christ United Methodist Church, City Heights/Community school IVIE Awards/JCCS student participation La Jolla Playhouse/Access to performances and workshops San Diego Repertory Theatre/Student performances and workshops AjA Project/Photography courses Museum of Photographic Arts/Student exhibitions New Village Arts Theatre/Students performances and workshops Cal State San Marcos/Graduate student fieldwork placements University of San Diego/Graduate student fieldwork placements Guitars in the Classroom/Access to instruments and workshops Outdoor Outreach/Outdoor Education for Monarch School and Community Schools Cuyamaca College/Concurrent Enrollment & Co-</p>	<p>No associated costs</p>
---	----------------------------	---	----------------------------

			located community school classroom Grossmont College/Business Information Worker Program San Diego City College Parker Scholars/Student transition support to community college San Diego City College/Business Information Worker Program San Diego Master Gardeners/Student instructional opportunities Digital Media Arts Center/Media Arts instruction Words Alive/Adolescent Literacy Program	
Scope of service:	All Grades: All		Scope of service: All Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	

<p>Establish a coherent system of school-based support for students' social, emotional and behavioral health.</p>		<p>\$425,000 S/C</p> <p>Certificated Personnel Salaries - \$303,674 (S/C)</p> <p>Classified Personnel Salaries -</p> <p>Employee Benefits - \$109,326 (S/C)</p> <p>Books and Supplies - \$12,000</p> <p>Services and Other Operating Costs -</p>	<p>Goal4.Action.E. A school nurse and school social worker were hired and have implemented systems to support student physical and emotional health.</p>	<p>Total S/C = \$219,646*</p> <p>*Discrepancy is because of an open school social worker positions that were budgeted and not yet filled</p>
<p>Scope of service:</p>	<p>All</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>All</p> <p>Grades: All</p>	
<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

What changes in actions, services, and expenditures	Continue all Goal 4 actions and services. Parents in JCCS schools have actively participated in LCAP input and analysis sessions, Title I governance and parent involvement activities, as well as additional opportunities for learning about communication and restorative practice. Our parents and families continue to clearly communicate their desire for additional opportunities for learning and meaningful involvement at schools as volunteers and in leadership roles. Therefore, there is a heightened need for high quality learning experiences for parents to facilitate their roles as collaborators, learners and volunteers at their school sites. Additionally, increased collaboration with probation staff through data sharing and alignment of student planning with case planning processes and the inclusion of probation staff in Learning Walks has opened new opportunities for rigorous courses including CTE, electives, and blended learning opportunities for incarcerated youth. Additional MOUs have expanded VAPA, outdoor and applied learning opportunities for our students via strategic partnerships aligned to Goal 4.
--	---

Original Goal from prior year LCAP:	Expelled students and foster youth will transition efficiently through a planned coordination of educational options in accordance with their transition or rehabilitation plan.		Related State and/or Local Priorities: _1 _2 _3 _4 _5 _6 _7 _8 COE only: X 9 X 10 Local:
Goal Applies to:	Schools:	All	
	Grades:	All	
	Applicable Pupil Subgroups:	Foster Youth, Other (Expelled)	
Expected Annual Measurable Outcomes:	<p>Goal5A. Continue to monitor the number of expelled students for each County defined placement option.</p> <p>Goal5B. Increase the number of students meeting their goals in their rehabilitation plans by 10% from the prior year..</p> <p>Goal5C. The percentage of foster youth enrolled and placed promptly in appropriate courses, and receiving appropriate course credit (including partial credit) will increase by 5% from the 2014-15 baseline.</p> <p>Goal5D. Research practices that promote learning for Foster Youth</p> <p>Goal5E. Continue to develop data reporting tools</p>	Actual Annual Measurable Outcomes:	<p><i>As of April 2016:</i></p> <p>Goals 5A & 5B. The number of expelled students enrolled in community schools has dropped from over 1,011 in the 2010-11 school year (for comparison) to 58 during the 2014-15 school year and 81 in the 2015-16 school year. This significant decrease in expulsion follows county-wide trends and corresponds to general changes in school discipline policies moving toward more positive and restorative approaches. To date, 71% of expelled students have met reinstatement requirements, in comparison 60% of students met requirements in 2014-15.</p> <p>At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure</p>

and examples that illustrate identifying needs, determining and implementing actions and monitoring the progress of Foster Youth.

Goal5F. Plan and offer regional meetings to inform and support districts in understanding and interpreting policies and navigating the Foster Youth system in order to support student learning.

that an educational program is provided to the pupil who is subject to the expulsion order for the period of the expulsion. San Diego County Plan for Expelled Students provides numerous opportunities for students whose behaviors have resulted in expulsion. Each expelled student is given a rehabilitation plan created by his or her district of residence.

SP.Goal5C. Based on YTD data, baseline foster youth data placed in Monarch, Court Schools, Community Schools and San Pasqual Academy are:

Enrolled n=131

High School Credits completed = Average of 139 per student (where 5 credits = 1 semester course).

Tracking such student data at the aggregate and individual student level has improved progress monitoring to ensure that Foster Youth are on-track to complete high school course requirements.

Goal5.D. The Best Interest Determination process is implemented with every Foster Youth placement change.

Goal5.E. Participating in a new partnership with USD Law School, the Child Advocacy Institute, the Dependency Legal Group, San Diego Volunteer Lawyer Group, and the SDCOE FY Services Coordinating Program to work with student who do not have a court assigned education rights holder. This facilitates sharing of student data and appropriate representation and advocacy for Foster Youth in educational decision-making.

Goal5.F. SDCOE Foster Youth Services had planned and offered regular regional meetings to inform and support districts in understanding and interpreting policies and navigating the Foster youth system in order to support student learning. Moreover, there are Foster Youth Liaisons identified in each of the 42 San Diego County school districts

		that regularly participate in these meetings to discuss and refine methods to support the continuity of educational programs for Foster Youth.	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

<p>Continue implementation of the SDCOE adopted plan for serving expelled students.</p>		<p>\$800,000 Title I \$531,000 S/C</p> <p>Certificated Personnel Salaries - \$303,674 (S/C), \$599,555 (Title I)</p> <p>Classified Personnel Salaries -</p> <p>Employee Benefits - \$111,326 (S/C), \$200,445 (Title I)</p> <p>Books and Supplies -</p> <p>Services and Other Operating Costs - \$116,000 (S/C)</p>	<p>Goal5.Action.A. This is an ongoing action and related services. At the time an expulsion of a pupil is ordered, the governing board of the school district shall ensure that an educational program is provided to the pupil who is subject to the expulsion order for the period of the expulsion. San Diego County Plan for Expelled Students provides numerous opportunities for students whose behaviors have resulted in expulsion. Each expelled student is given a rehabilitation plan created by his or her district of residence.</p>	<p>Total S/C = \$207,600* Total Title I = \$728,100 *The discrepancy represents budgeted but unexpended consultant fees and certificated salaries for unfilled positions.</p>	
<p>Scope of service:</p>	<p>All schools Grades: All</p>		<p>Scope of service:</p>	<p>This action applies primarily to Community Schools, although we serve expelled students or students with histories of expulsions in all of our schools. Grades: All</p>	

<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other (Expelled Students)			<input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input checked="" type="checkbox"/> Other(Expelled students.)		
Review policies and MOUs regarding transfer, enrollment, placement, and course credit for foster youth.		\$0	Goal5.Action.B. In process, including consultation with annual review and update of policies based on impact of new legislation.		None.
Scope of service:	ALL Grades: All		Scope of service:	All schools. Grades: All	
<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other			<input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> Homeless <input type="checkbox"/> Other		
Continue practices to support prompt enrollment, placement, academic support and course credit completion for foster youth transitioning in and out of county-run programs.		\$85,000 Title I Services and other operating costs - \$5000	Goal5.Action.C. In process. JCCS Student Support Services Manager and Student Support Services Supervisor continue to review, evaluate, improve and streamlining student enrollment, placement and transfer processes, and develop ongoing professional learning for all support staff to implement improved practices. All support staff are completing customer service training through the SDCOE Human Resources during the Spring of 2016.		No associated cost.Total Title I = \$59,500* *discrepancy because of decrease in Foster Youth enrollment at SPA.

Scope of service:	all Grades: All		Scope of service:	All schools. Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White X Students with Disabilities X Homeless _ Other		
Continue collaboration with child welfare to co-locate and co-fund 10 SDCOE Educational Liaisons in each Child Welfare Regional Office. These subject matter experts work side by side with case carrying and placement social workers ensuring that school of origin issues and academic needs are taken into consideration at every placement change.		\$85,000 Title I Services and other operating costs	Goal 5.Action.D. The number of Educational Liaisons has been reduced to 9 as of December 2015 and are anticipated to be reduced to 6 effective the 2016-17 school year.		None
Scope of service:	All schools Grades: All		Scope of service:	All schools Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		

<p>Monitor and refine a Best Interest Determination process utilized by child welfare and educational rights holders to determine when it is or is not in a child's best interest to stay in their school of origin.</p>		<p>Other SDCOE funding source</p>	<p>The Best Interest Determination process is implemented with every Foster Youth placement change.</p>		<p>None</p>
<p>Scope of service:</p>	<p>All Schools Grades: All</p>		<p>Scope of service:</p>	<p>All Grades: All</p>	
<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		
<p>SDCOE Foster Youth/Homeless Education Services staff will continue to assist probation and child welfare in the identification of appropriate education rights holders as requested.</p>		<p>Other SDCOE Funding Source</p>	<p>Participating in a new partnership with USD Law School, the Child Advocacy Institute, the Dependency Legal Group, San Diego Volunteer Lawyer Group, and the SDCOE FY Services Coordinating Program to work with students who do not have a court assigned education rights holder.</p>		<p>None</p>
<p>Scope of service:</p>	<p>All Schools Grades: All</p>		<p>Scope of service:</p>	<p>All Grades: All</p>	
<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>			<p>_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>		

<p>Monitor and refine the SDCOE Foster Youth Student Information System which houses the education and health records of every child under the jurisdiction of Juvenile Court, both Probation and Dependency. This database contains grades, attendance and school information. Juvenile court personnel both contribute to and utilize the database to locate educational information on children in foster care.</p>		<p>Other SDCOE Funding Source</p>	<p>Foster Youth Student Information System continues to serve SDCOE and the Local Education Agencies throughout San Diego County.</p>	<p>None</p>
<p>Scope of service:</p>	<p>All schools Grades: All</p>		<p>Scope of service:</p>	<p>All Grades: All</p>
<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input type="checkbox"/> All ----- <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	
<p>What changes in actions, servivces, and expenditures</p>	<p>Continue all Goal 5 actions and services at this time, with adjustments in the allocations to Goal5.ActionC for supplemental services because of decreasing enrollment of Foster Youth in our schools. Recent legislation may define the delivery of services and reduce the number of students and their length of enrollment at San Pasqual Academy (a residential court school for Foster Youth). A stakeholder workgroup comprised of representatives from County of San Diego Health and Human Services, the Foster Care provider at SPA, foster youth legal representatives and SDCOE administrators to review options for educational service delivery at SPA.</p>			

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	10186670
---	----------

We currently enroll over 80% unduplicated students in our SDCOE-operated schools. Stakeholder input supports the continued reform and improvement of the SDCOE-operated court and community schools to enhance and support powerful student learning. Supplemental and Concentration Grant funds will be expended to further advance our teachers' and leaders' common understanding of the district instructional focus in order to facilitate its implementation. The Supplemental and Concentration Funds are being expended on actions and services that are principally directed toward unduplicated student groups. Specifically, Supplemental and Concentration Grant funds will also be expended to:

- Advance deep implementation of Positive Behavioral Intervention and Supports in our learning communities principally directed toward supporting Foster Youth, Low Income and Homeless students.
- Facilitate personalized and inquiry-based learning both in and out of the classroom to expand learning opportunities and help to develop a growth mindset for our unduplicated students.
- Physically reshape our schools into flexible, functional, attractive and safe spaces that will meet the diverse learning needs of our unduplicated students.
- Prepare increasing numbers of unduplicated students for college, career and positive community engagement.
- Professional learning in research-based methods to improve instructional practice, leadership practice and strengthen positive school cultures to support the academic achievement of unduplicated students.
- Rigorous supplemental materials and technology tools will also be purchased to advance content learning and student proficiency.
- Additional certificated staffing to maintain appropriate classroom instructional ratios.
- Additional classified employee supports to increase supervision and classroom supports for unduplicated students.

Additionally, funds will be expended for supplemental services and resources to support the social and emotional needs of students, as well as to support high quality learning for parents and families of unduplicated students to enhance their effective participation and meaningful input into district and school decision-making processes.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

10.60

%

Additional supports and instructional materials for English Learners and services to RFEP students will be provided. More UC-approved coursework will be developed for Low Income Pupils as well as English Learners. Systems and processes to support personalized student learning will continue to be refined and deployed to support Foster Youth, Low Income Pupils and English Learners. It is expected that these services and supports will increase and improve in excess of the actual proportionality percentage.

In addition to actions listed in 3A, we will also implement the following:

- Continue to research and share best practices to inform professional learning to support accelerated language acquisition and academic achievement for English Learners, including long term English Learners.
- Continue to identify students in need of extended learning time and enroll them in appropriate support classes and programs.
- Specific focus on the development of skills in the areas of producing writing and the the application of skills and concepts in mathematics with enhanced monitoring and supports for English Learner and Redesignated Fluent English Proficient students.
- Conduct reviews of current and incoming students who may need or be eligible for Advanced Placement coursework, and identify course options (such as online courses, concurrent enrollment, etc.).

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1– June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1– June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during

school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).