



**Student Programs
Local Control and Accountability Plan
(LCAP) 2015-18
Executive Summary**

2014-15 LCAP ANNUAL UPDATE ON GOALS AND ACTIONS

Progress toward Goals

LCAP Goal	Number of Expected Outcomes	Actual Outcomes			
		Outcomes Achieved	On Target or Improving	Below Target	Pending
1	7	3 (43%)	4 (57%)	0	0
2	7	1 (14%)	3 (43%)	2 (29%)	1 (14%)
3	8	4 (50%)	4 (50%)	0	0
4	8	7 (88%)	0	0	1 (12%)
5	3	1 (33%)	2 (66%)	0	0
<i>Subtotals</i>	<i>33</i>	<i>16 (49%)</i>	<i>13 (39%)</i>	<i>2 (6%)</i>	<i>2 (6%)</i>
Summary Totals		Achieved, On-target, or Improving		Below Target or Pending	
		29 (88%)		4 (12%)	

High Impact Actions

- Continued focus on growth and quantifying evidence of learning
- Continued LCAP alignment to Western Association of Schools and Colleges (WASC) and Single Plan for Student Achievement (SPSA)
- Developed visual and performing arts and career technical education opportunities
- Developed additional UC-aligned courses through teacher workgroup collaboration
- Effectively used professional learning communities and collaboration time
- Focused on research and development of program logic to understand and model change
- Implemented a protocol to track Individual Transition Plan (ITP) progress in special education schools
- Implemented Common Core and new functional assessments in Special Education schools
- Increased partnerships to extend and enrich student learning
- Offered high-quality, high-impact learning opportunities for parents
- Provided monitoring and academic support for foster youth
- Re-alignment of school sites and staffing
- Refined operations for data usage to monitor and support personalized learning
- Supported implementation of professional learning into teaching practice through instructional coaching
- Used learning walks to monitor understanding and implementation of instructional focus

STAKEHOLDER INVOLVEMENT PROCESS

Meeting Agenda

Meeting Photos

- LCAP input has been an authentic process with actionable input from stakeholders
- During February, March, and April, stakeholders engaged in focus group discussions that included:
 - Overview of the Local Control Funding Formula and LCAP
 - Review of SDCOE progress on LCAP goals to date
 - Facilitation of small group discussions based on guiding questions:
 - *What were at least two points from the progress report that are important to you?*
 - *How can I support the school to achieve these goals?*
 - *What do I need from the school to continue to support these goals?*
 - *Should these goals change, and if so, how would you recommend that these goals change?*

Focus Group Participation

as of 4/15/2015

Stakeholder Group	Number of Participants
Students	127
Parents	54
Teachers	89
Support Staff	34
Community Partners	34
Total	338

- An online LCAP input [survey](#) was sent to JCCS teachers and staff. An online LCAP community input survey was also posted on the SDCOE website.

2015-18 GOALS, ACTIONS AND SERVICES

- **GOAL 1**
 - Additional focus on supports and services to students scoring below proficient on standardized ELA and math tests
 - Continue to focus on growth and quantifying evidence of learning in support of program improvement
 - Continue to focus on improving attendance for regular and special education students
 - Focus on research and development of program logic to understand and model change
 - Increase services and resources to ensure students are ready for college, career, and community
 - Re-alignment of school sites and staffing
 - Refine operations for data usage to monitor and support personalized learning
- **GOAL 2**
 - Continue implementation of new assessments in special education schools
 - Continue instructional coaching to support implementation of professional learning into teaching practice
 - Continue Learning Walks to monitor understanding and implementation of instructional focus
 - Increase supplement services for reading and math instruction
 - Maximize use of professional learning communities and collaboration time
- **GOAL 3**
 - Continue development of high-quality visual and performing arts and career technical education opportunities
 - Continue to monitor and adjust intersessions
 - Continue development of UC-aligned courses through teacher workgroup collaboration.
 - Increase CTE partnerships
- **GOAL 4**
 - Expand high-quality, high-impact learning opportunities for parents in JCCS and Special Education schools
 - Increase partnerships to extend and enrich student learning
 - Increase school-based supports for students' social, emotional, and behavioral health
 - Refine and expand collaboration with community partners
- **GOAL 5**
 - Continue to implement county plan for expelled students
 - Continue to monitor and academic support for foster youth

USE OF SUPPLEMENTAL AND CONCENTRATION GRANT FUNDS AND PROPORTIONALITY

- Complementary services to what is provided to all students:
 - Deploy personnel, develop practices, and increase staff expertise to support the social and emotional needs of students
 - Expand, develop, and provide professional learning to advance deep implementation of Positive Behavioral Intervention and Supports in our learning communities
 - Further advance our teachers' and leaders' common understanding of the district instructional focus in order to facilitate its implementation
 - Physically reshape our schools into flexible, functional, attractive, and safe spaces that facilitate personalized- and inquiry-based learning both in and out of the classroom to prepare students for college, career, and citizenship
 - Provide high-quality learning for parents and guardians to support their effective participation and meaningful involvement in schools to advance learning
 - Purchase materials and technology tools to increase rigor in order to advance content learning and student proficiency.