



Local Control Accountability Plan (LCAP) Annual Progress Report



About SDCOE

The San Diego County Office of Education (SDCOE) provides a variety of services for the 42 school districts and five community college districts in the county. We support 774 schools and 503,096 students. In addition, the Office provides regional services for surrounding counties in many areas. Services provided by the County Office to school districts range from district and school improvement to budget approval and monitoring. The mission of the 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.



GUIDING QUESTIONS

From my position, how can I support the work to achieve these goals?

What do I need from SDCOE to continue to support this work?

HOW WE EVALUATE PROGRESS

We use the following key for evaluating our progress to date:

- On Target or Improving
- ➡ No Change or Not Improving
- Below Target or Declining

PROGRESS ON LCAP GOALS FOR SDCOE SCHOOL PROGRAMS

GOAL 1: Students will be engaged through the use of effective pedagogical and behavioral supports and interventions.

Overall Progress

➤ On Target or Improving

Metrics: Student attendance, referral and suspension data

Key Progress Outcomes

- ✓ Court Schools, Monarch School and San Pasqual Academy exceed 90% student attendance, year-to-date.
- ✓ Student attendance in special education schools has increased 5%.
- ✓ Baselines for suspension and referral data have been established.

Key Actions

- ✓ Purposeful staff and site realignment.
- ✓ Staff visits to innovative schools to research best practices.
- ✓ Improved attendance monitoring using student data system to target absenteeism.

Areas of Focus

- ✓ Community School attendance has not yet exceeded 90%.

GOAL 2: Increase the percentage of students in all groups who are proficient or advanced in English language arts and mathematics (or, where appropriate, life skills), and increase the percentage of English learners making annual progress in acquiring English.

Overall Progress

↘ Below Target or Declining

Metrics: Local and state academic assessments and accountability indicators (including progress for English language learners) and Individualized Education Plan (IEP) goal attainment

Key Progress Outcomes

- ✓ Technology infrastructure supports computer-administered testing in over 90% of classrooms.
- ✓ Special education schools adopted Measures of Academic Progress (MAP) in 2014-15. Established a baseline of students scoring in basic through advanced range.
- ✓ For students at Friendship School, the Student Annual Needs Determination Inventory (SANDI) assessment was implemented in the 2014-15 school year. A baseline for academic and functional skills was established.

Key Actions

- ✓ A total of six instructional coaches have been selected and are working with Juvenile Court and Community Schools (JCCS) teachers and administrators.
- ✓ All JCCS teachers and staff participated in five district-wide professional learning days.
- ✓ Teachers, staff and principals are participating in professional learning communities, learning walks, conferences, and ongoing professional learning.

Areas of Focus

- ✓ Proficiency projections for spring 2015 testing based on fall 2014 testing are below 50% proficient in reading and mathematics.
- ✓ Continue to improve support for English language learners.

Goal 3: Students have improved access to, enrollment and success in Common Core State Standards, core subjects, a-g requirements (inclusive of visual and performing arts and science, technology, engineering and math), and career technical education courses to prepare students to exit college- and career-ready.

Overall Progress

↗ On Target or Improving

Metrics: UC-approved courses and course completion, career technical education courses and course completion, Individual Transition Plan (ITP) goal attainment, teacher assignment review, number of students with access to technology devices

Key Progress Outcomes

- ✓ More than 500 students completed at least one UC-approved course with a “C” or better.
- ✓ So far, 53 UC-approved courses are now available to students.
- ✓ All students at Friendship School and North County Academy have achieved 70% of their ITP goals. (Davila School does not have ITP goals due to the age group served).
- ✓ All students in special education schools have access to instructional materials aligned to standards of rigorous instruction.

Key Actions

- ✓ Teacher workgroups continue to develop UC-aligned course descriptions with embedded assessments.
- ✓ Illuminate Data and Assessment System has been implemented and is being developed to support sharing of student core competency data.
- ✓ SDCOE is participating in a county Career Technical Education Consortium to apply for \$19 million in funding through the California Career Pathways Trust.
- ✓ Development of personalized learning plans.

Areas of Focus

- ✓ Staffing and ensuring continuity of learning during intersessions.

GOAL 4: Students will have more access to and interactions with high expectations from teachers, parents/family, probation, community and business partnerships that provide support for their success.

Overall Progress:

➤ On Target or Improving

Metrics: Number of student-led conferences, student IEP meeting attendance, family workshops and events, community and business partnerships, internships/externships, California Healthy Kids Survey results, number of classroom disruptions by outside agencies

Key Progress Outcomes:

- ✓ Baseline for student-led conferences has been established.
- ✓ Baseline for parent/guardian conference attendance has been established.
- ✓ 70% of all IEP meetings are attended by students.

Key Actions:

- ✓ Regular systems of communication with community and business partners have been established.
- ✓ Development of professional learning for parents focused on parent leadership and engaging parents as members of the learning community.
- ✓ In special education schools, a parent training series entitled “How to Navigate the IEP Process” has been established.

Areas of Focus:

- ✓ Engaging parents and stakeholders on a regular basis in their communities, instead of inviting parents to sporadic events.
- ✓ Building school cultures that value parents as equal partners in school improvement.

Goal 5: Expelled students and foster youth will transition efficiently through a planned coordination of educational options in accordance with their transition or rehabilitation plan.

Overall Progress:

➤ On Target or Improving

Metrics: Number of rehabilitation plans that are met, number of expelled students and their placement options

Key Progress Outcomes:

- ✓ Development of Memorandum of Understanding with the San Diego County Probation Department that articulates school and probation responsibilities for student transition and placement.
- ✓ Establishing baseline of foster youth enrollment, placement and credit completion toward graduation.
- ✓ Establishing baseline of expelled students meeting goals in their rehabilitation plans.

Key Actions:

- ✓ Implementation of coherent workflow for student placement and transition from JCCS to other schools, including parent input and consent to placements.
- ✓ Intentional and ongoing collaboration with the Probation Department on student placement and sharing of relevant student information.

Areas of Focus:

- ✓ Developing, implementing, and monitoring efficient practices to ensure appropriate student placement and accurate assignment of credits for entering and transitioning students.