



Local Control and Accountability Plan (LCAP) 2016-19 Executive Summary

Goal 1

We will create rigorous learning environments that support positive behavior through ensuring high-quality teaching and incorporating supports to ensure student success.

Annual Update

- ✓ Student attendance rates increased in 2015-16 compared to 2014-15 from 87 to 89 percent at San Pasqual Academy and from 89 to 90 percent at Monarch School.
- ✓ The 2015-16 attendance rate decreased for community schools from 86 percent in 2014-15 to 82 percent.
- ✓ Student attendance in special education schools is on target for reduction in unexcused absences.



About the San Diego County Office of Education LCAP

The San Diego County Office of Education (SDCOE) serves our county's most vulnerable students by providing educational services to minors incarcerated in Juvenile Court detention facilities and camps, students referred as high-risk or on probation, and students with disabilities.

The SDCOE LCAP for its Juvenile Court and Community Schools (JCCS) and special education schools programs focuses on ensuring all students are prepared for college and career.

Goal 2

We will improve the language and mathematics achievement of ALL students with enhanced structures and supports to ensure the progress of students who are English learners, other unduplicated student groups, and students with disabilities.

Annual Update

- ✓ The 2014-15 California English Language Development Test (CELDT) data reflects 20.6 percent English proficiency, an 8.6 percent increase from 2013-14 for students who are English learners with less than five years of instruction.
- ✓ The 2014-15 CELDT data reflects 28.4 percent English proficiency, which is a 2.9 percent decrease for students who are English learners with more than five years of instruction.
- ✓ Special education schools established a Measures of Academic Progress (MAP) baseline score for Davila Day School and North County Academy students.

Goal 3

We will ensure that students have access to college, career technical education, and other post-secondary options.

Annual Update

- ✓ A projected 400 students will graduate by June 2016—an 8 percent increase compared to 2014-15 graduations.
- ✓ Where appropriate, all North County Academy students achieved 77 percent of their Individual Transition Plan (ITP) goals.
- ✓ The average UC-approved (A-G) course completions with a C or better have increased 100 percent from two per student in 2014-15 to four per student in 2015-16.
- ✓ Students completed more than 2,000 UC-approved courses in 2015-16, compared to 1,000 completions last school year.

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Goal 4

We will work effectively with parents, families, and community partners to support student learning and achievement.

Annual Update

- ✓ The number of JCCS parents and community partners participating in workshops and events has increased 528 percent, from 80 participants in 2014-15 to 502 in the current school year.
- ✓ Special education schools conducted a minimum of five parent engagement activities per school.
- ✓ JCCS parent and family participation in decision-making forums increased by 145 percent to 169 in 2015-16.
- ✓ Where appropriate, special education schools met the goal of 80 percent of all IEP meetings attended by students.

Goal 5

We will continue to support the progress of expelled students and foster youth.

Annual Update

- ✓ The number of students expelled from district schools who enrolled in community schools dropped to 58 in the 2014-15 school year, down from 1,011 in 2010-11.
- ✓ To date, 71 percent of expelled students enrolled in community schools have met reinstatement requirements compared to 60 percent in 2014-15.



2016-17 LCAP Next Steps

Improve supports for students who are English learners

Targeted Actions: Continue to build instructional capacity to provide integrated and designated English language development in each of our classrooms for our students who are English learners.

Expand the English learner shadowing protocol to further determine specific needs and the most effective methods to improve instruction for students who are English learners.

Improve supports for mathematics learning

Targeted Action: Continue to deepen conceptual understanding with mathematics teachers in designing rigorous instructional tasks.

Improve social and emotional supports for students and families

Targeted Action: Continue implementation and refinement of social-emotional supports and coordinate wrap-around services to support students and families.

Improve communication between teachers, principals, and families

Targeted Actions: Review effectiveness and impact of current communication practices to improve and expand communication methods.

Launched parent/student portal for student information system to provide access to current student grades and other progress reports.