2021-2024 LOCAL CONTROL AND ACCOUNTABILITY PLAN SUMMARY

January 2021

san diego county office of
EDUCATION
FUTURE WITHOUT BOUNDARIES™

OUR STORY

The San Diego County Office of Education (SDCOE) operates a variety of educational programs for students through its Juvenile Court and Community Schools (JCCS) and one special education school. SDCOE's 2021-2024 Local Control and Accountability Plan is designed to support all our students.

JUVENILE COURT AND COMMUNITY SCHOOLS

2020-21 YTD

1,388 Students
*Excludes students who attended more than one JCCS school

43 Completers

40 Traditional High School Diploma
3 High School Equivalency Certificate (HiSET)

77% Attendance rate

95% Free or reduced-price meal-eligible

20 Sites

30% English learners

0% Suspension rate

Our students enrolled in JCCS may attend more than one school; they may leave and then need to return. Our goal is to meet our students where they are and provide each one the unique supports needed at any time so they can succeed in school, career, and life.

RELATIONSHIPS

SUPPORT ALL STUDENTS/EQUITY

HIGH EXPECTATIONS/RIGOR

Juvenile Court Schools
Serve students who are detained in juvenile detention facilities or have been referred by the court, including students on probation or unaccompanied immigrant children

407 students YTD*
NUMBER OF STUDENTS ON ONE DAY: **168**

Community Schools
Serve students in grades 7-12 who were referred by probation, social services, or school district officials

680 students YTD*
NUMBER OF STUDENTS ON ONE DAY: **524**

Monarch School
Serves children in grades K-12 impacted by homelessness

302 students YTD*
NUMBER OF STUDENTS ON ONE DAY: **285**

San Pasqual Academy
Residential campus serving youth in foster care

65 students YTD*
NUMBER OF STUDENTS ON ONE DAY: **50**

*Cumulative number of students

ABOUT THE LCAP

The Local Control and Accountability Plan (LCAP) for SDCOE outlines what we will do to help our students succeed and how we will measure if those actions are working. It explains how our district will direct resources to benefit all of our students.

How It's Developed
The LCAP is created with input from the school staff members, parents, students, partners, and community members, and it's reviewed by those groups every year. The LCAP process is our opportunity to decide on our priorities locally so that all of our students succeed. The SDCOE LCAP and other helpful information are available online.

SPECIAL EDUCATION

Friendship School
Serves students between the ages of 3 and 22 who are medically fragile and have multiple disabilities (operated by SDCOE Special Education department)
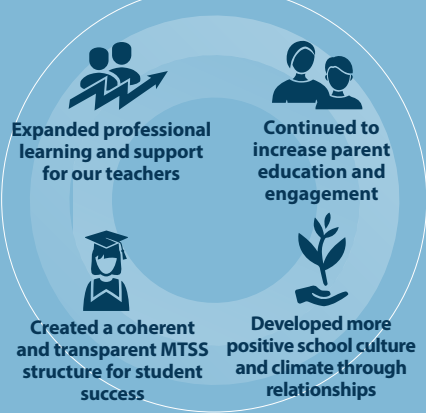
2020-21 YTD

45 students
ATTENDANCE **61%**

- Free or reduced-prices meal-eligible (20%)
- English learners (20%)

www.sdcoe.net/lcap

2021-2024

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2020-21 HIGHLIGHTS

Expanded professional learning and support for our teachers

Continued to increase parent education and engagement

Created a coherent and transparent MTSS structure for student success

Developed more positive school culture and climate through relationships

❝ WHAT STAKEHOLDERS ARE SAYING ❞

PARENTS

I was so excited watching my child grow and become a better speaker in Student-Led Conferences.

I am very happy and pleased with the English support my son receives and the support of the teachers.

STUDENTS

I think everything is great and JCCS and SDCOE do an amazingly great job supporting families.

I appreciate the support to be able to take college classes while in high school.

JCCS STAFF

Parent participation in virtual transition and IEP meetings has increased significantly.

I'm encouraged with the planning and implementation that is already taking place.

2021-24 OUR GOALS

1 Excellence in Teaching and Learning

Ensure excellence in teaching and learning so each student is prepared to succeed in college and career.

- Support professional learning for educators
- Diverse learning models for students
- Promote college and career readiness
- Increased support for English Learners
- Expanded opportunities for VAPA, physical education, and expanded learning
- Continue to improve the Distance Learning model (asynchronous and synchronous)

2 Stakeholder Engagement

Cultivate stakeholder engagement to support excellence in each student's success.

- Expand parent education, involvement, and leadership opportunities
- Foster greater relationships with community partners
- Increase support of parent/guardian engagement in schools
- Increase communication through the use of a parent portal

3 Operational Excellence

Develop coherent and transparent systems for operational excellence to support each student's success.

- Advance SIS system to enhance communication with students, staff, and stakeholders
- Develop systems of support to mitigate learning loss during Distance Learning
- Enhance data-informed culture for greater student achievement
- Ensure the health and safety of students and staff

4 Support All Students

Support the integration and transition of students who are at-promise, expelled, English learners, incarcerated, and foster youth to be prepared to succeed in college and career.

- Enhance school counseling through ASCA Model
- Increase student positive transition through and to post-secondary options
- Promote and increase CTE pathways and options
- Revise our countywide plan for students who are expelled or in foster care
- Grow opportunities for positive behavioral interventions and supports, restorative practices, and a trauma-sensitive lens

2021-22 LOOK AHEAD

Our focus is that every student receives the supports they need to succeed, and so we will continue to step up our efforts to make equity a reality for each child in our care.
This will include:

- Developing policies and procedures to safely re-engage students for in-person instruction

- Continuing to develop, improve, and organize more academic and behavioral resources and services for all students through an equitable Multi-tiered System of Support (MTSS)

- Continuing to develop more positive school culture through dedicated and supported school counselors, career pathways, and staff members trained in restorative practices, trauma-sensitive schools, and positive behavioral interventions and supports

- Ensuring high-quality teaching and rigorous coursework by building educators' knowledge and capacity and aligning courses with state standards and curricular choices