

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

As members of the Juvenile Court and Community Schools (JCCS), we are committed to high expectations, social justice, and equality for all students. We value diversity and strive to eradicate institutionalized racism and discrimination in all forms. Our priority is to raise the achievement of all students while eliminating the achievement gap between students of color and white students. We accomplish this through the delivery of culturally and linguistically responsive standards-driven instruction, courageous and advocacy-oriented leaders, and relevant professional development. All JCCS community members stand personally committed and professionally accountable for the achievement of this mission.

The San Diego County Office of Education runs a variety of educational programs including:

Juvenile Court and Community Schools

These schools serve approximately 2,880 students each year in classrooms throughout the county. The fully accredited educational program serves school-age youth who are either wards of the court or have been referred by social services, probation, or one of the 42 school districts in San Diego County. Services are provided to incarcerated youth, pregnant minors, foster youth, expelled and chronically truant youth, students in drug treatment centers or group homes for neglected or abused children, and homeless youth.

Monarch School

Monarch School is a K-12 public school serving the needs of children impacted by homelessness. The only school of its kind in the county, Monarch is a unique public-private partnership between the San Diego County Office of Education JCCS and the nonprofit Monarch School Project, a 501(c)3 organization; the County Office provides teachers and an accredited education, and the nonprofit

supplements this program through academic and enrichment programs including an after-school program, expressive arts therapy, and counseling.

San Pasqual Academy

San Pasqual Academy in Escondido is a residential campus that serves approximately 100 foster teens. It opened in 2001 and was the first school in the country to specifically serve this population.

Friendship School

Friendship School serves as many as 50 students between the ages of 3 and 22 who are medically fragile and have multiple disabilities. The Imperial Beach campus is operated by SDCOE in affiliation with the South County Special Education Local Plan Area (SELPA).

Davila Day School

Davila Day School serves students in preschool through 6th grade who are deaf or hard of hearing and live in the southern portions of the county or inter-SELPA transfers. The San Diego County Office of Education operates the regional program in affiliation with the South County SELPA.

North County Academy North County Academy was established and is managed by the North Coastal Consortium for Special Education to serve students in grades K-12 with significant mental health needs. The Carlsbad campus was designed to meet students' academic and therapeutic needs. It serves approximately 140 students each year. The goal of the educators at the school is to help students acquire the skills needed to re-integrate into a more comprehensive and less restrictive setting.

Student Demographics (October 2018 Census Day)

Overall Juvenile Court and Community Schools and Special Education schools:

Enrollment = 1429;

Socioeconomically Disadvantaged = 87%;

English Learners = 34%;

Foster Youth = 8.0%

American Indian/Alaska Native - .9%

Asian - 1.9% Black/African American -11.4%

Hispanic - 71.30%

White 10.6%

More than 1 -- 2.52%

Filipino .56%

Native Hawaiian/Other Pacific Islander - 0.49%

School Enrollment (October 2018 Census Day):

Davila Day - 32

Friendship - 36

Monarch School - 241

North Coastal Academy - 83

San Diego Community Schools - 608

San Diego Court Schools - 359

San Pasqual Academy - 70

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

JCCS will continue those initiatives and strategies that showed success in 2018-19, such as:

Ensure excellence in teaching and learning so each student is prepared to succeed in college and career through a system of coherent and aligned professional learning structures which include large group professional learning, professional learning communities, site-embedded coaching, and observations with targeted feedback. We will implement differentiated learning models to respond to the needs of diverse learners and promote opportunities for remediation, acceleration, and access to a broad course of study. (Goal 1)

Increase stakeholder engagement to support excellence in each student's success through parent education to enhance home/school partnerships, with topics such as Restorative Practices, parent/child communication, college and career readiness, gang awareness, and American Sign Language. We will continue to develop and refine internal and external communication systems to increase engagement of the students, parents, and staff with the schools. (Goal 2)

Develop coherent and transparent systems for operational excellence to support each student's success by establishing internal systems and structures to support student self-monitoring/self-regulation, increase equity, and expand access to a rigorous and developmentally appropriate instructional program. (Goal 3)

Support the integration and transition of at-risk, expelled students, foster youth, and English learners to be prepared to succeed in college and career by focusing on positive school culture and climate, a structure for appropriate de-escalation, and increased positive staff/student relationships. We will refine and adjust support for teachers and leaders in identifying and implementing high quality integrated and designated English Language Development (ELD) in alignment with the English Language Arts (ELA) ELD Framework. (Goal 4)

New priorities for the 2019-20 school year we will be:

Continuing the Division Curriculum Committee for (ELA/ELD) which was established in 2017--18. This group is working on creating and implementing Curriculum Maps/Units of Study and benchmark assessments to ensure students in JCCS get standards aligned courses with appropriate levels of rigor.

Continuing the Division Curriculum Committee for Math which was started in 2019. This group is reviewing Math content standards, building content knowledge and teacher capacity with the help of our partner experts from Learning and Leadership Services (LLS). This group will help to lead the division of JCCS with integrated Math strategies and pedagogy in order to select the most appropriate math resources for the 2019-20 adoption.

Continuing to strengthen our system of coherent and aligned professional learning structures by strengthening administrators and coaches capacity to lead large group professional learning, professional learning communities, site-embedded coaching, and observations with targeted feedback.

Begin year two of the division-wide implementation of Multi-Tiered Systems of Support (MTSS). Initial training sessions in 2018-2019 will be followed by site-based MTSS training that will result in an organized system of support and interventions to meet the needs of all students. This will align

with the implementation of a comprehensive school guidance program supporting the American School Counselor domains, and will systematically incorporate programs already in place such as MAST and substance abuse counseling.

Developing our positive school culture by creating in-service training on Trauma Sensitive Schools (TSS), continuing our Restorative Practices and implementing Positive Behavior Interventions and Supports (PBIS) training for all staff.

Continuing work with the CTE Advisory Board to expand CTE pathways and course offerings.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

An analysis of local data, standardized test data and stakeholder feedback shows the following areas have been successful during the 2018-2019 school year:

- Created an organized, coherent plan for professional development that was launched at the beginning of the year during the first ever JCCS admin retreat. PL plans ensured alignment of LCAP goals with SPSA and WASC action plans. LCAP goal alignment was organized to ensure each goal was covered monthly (1 goal per week) during staff PL modified days (Thursdays).
- Planned, organized and implemented two all staff orientation days and one mid-year all staff in-service at the Marina Village to present our LCAP goals and cast a compelling vision for the 2018-2019 school year. Break-out sessions were presented to staff to cover the goals, actions, services and initiatives to support JCCS classrooms and students.
- Strengthened our coaching model by moving to a regional instructional coaching model (coaches paired with administrators) to address program needs, including clear support for every teacher in our system and support of principals in implementing our PL system of supports. Hired two additional coaches to fully implement our regional model.
- Principals held weekly meetings with Instructional coaches to prioritize agenda items for their weekly PLCs (modified days). Evidence of the PL plans and agendas were sent to the JCCS central office weekly (by the end of business on Wednesdays).
- Leveraged resources to expand student participation in college and career opportunities and met the goal to increase Community College concurrent enrollment by 5% (now at 14% a 9% increase from a year ago). (Goal 4)
- Dashboard indicator for Graduation Rate showed an increase of 9.5% for Foster Youth and "Maintained" Grad Rate for African American and Homeless students. (Goal 4)
- All 7 Dashboard local indicators were met using the rubrics provided.
- Local Indicator (Priority 6) from the California Healthy Kids Survey (CHKS) showed a increase in student connectedness at school, academic motivation and opportunities for meaningful participation from previous years. (Goal 4)
- Local Indicator (Priority 6) from the CHKS showed more than 60 percent of students surveyed said the school is safe or very safe.

- Purchased Renaissance Learning, a local computer adapted assessment for reading and math. RenLearn assessments are given in JCCS when students enroll and then every 90 days. RenLearn scores allow progress monitoring for students and an effective tool for teachers to guide and plan instruction. Training for teachers on the use of Renaissance Learning was scheduled across the division of JCCS in 2018-2019 and will continue in 2019-2020. (Goal 3)
- Created and implemented a new Integrated ELA/ELD curriculum, Units of Study/Benchmark Assessments for middle and high school students.
- Expanded Trauma Sensitive Schools/Social Emotional/Restorative Practices trainings to all staff and stakeholders, including joint trainings with probation
- Increased parent and community engagement
- Strengthened school climate through a focus on relationships, community building and courageous conversations.
- Created a Division Curriculum Committee (DCC) in Math, CI&A team and expanded resources, training, and support for our teachers
- Implemented a common--core standards aligned assessment system (CAASPP Interim Assessment Blocks -IABs) in literacy and math to better inform and align our system of resources and supports for teaching and learning
- Expanded professional learning offerings in support of our EL Students' English Language Development
- Weekly Regional bulletins were created by each principal and shared with regional/site staff, SDCOE central office, SDCOE communications, stakeholder groups and probation partners. Core initiatives and classroom visits are highlighted and celebrated.
- In collaboration with SDCOE Student Support Services and Programs division, supported the 42 school districts with implementing the county--wide plan for expelled and foster youth

Plans to build on our successes include:

- Join the CORE data analysis collaborative to engage in a deeper analysis of our student achievement data.
- Continue to build our District Equity Leadership Team (DELT) to focus on student achievement needs and the Dashboard areas of growth.
- Goals for C I & A for the 2019-2020 will include the creation of the Curriculum Maps/Units of Study/Benchmark Assessments for Math and the start of the Division Curriculum Committee for Science in January of 2020.
- Started the Reading Intervention initiative to build capacity with secondary level English teachers to address the needs of low achieving students within JCCS

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

According to the State dashboard, an analysis of local data, standardized test data and stakeholder feedback the areas below are the the priority areas to work on for all students in the coming year. In addition to identifying the "All" student groups in the red, the LEA has included reflections from activities that capture achievement trends across

dashboard indicators and local measures. There are no student groups two or more levels below the "all" student groups due to red indicator categories.

- SDCOE met the criteria for Differentiated Assistance at all JCCS school sites. The Court Schools, Community Schools and San Pasqual Academy met the criteria for Customized Support and Improvement (CSI). Improvement Science along with the CDE/Imperial COE monitoring of all 7 areas listed in the state dashboard, Chronic Absenteeism, Suspension Rate, English Learner Progress, Graduation Rate, College/Career, ELA and Math will be the focus for all JCCS and Special Education school sites during 2019-2020.
- Specifically, addressing Chronic Absenteeism rates, (All students in all programs, 51.7% an increase of 3.2%) (AA 59.6% an increase of 4%) (Homeless 53.3% an increase of 1.5%) through actions such as improved site-level monitoring of student attendance and the addition of computer assisted monitoring system (Goal 3, Action 3)
- Improved student proficiency in English language arts and math will be addressed through targeted staff development and ensuring access for all students to a rigorous and developmentally appropriate program. (Goal 1, Action 2 and Goal 3, Action 2)
- Develop coherent and transparent systems for operational excellence to support each student's success. (Goal 3)
- Implement a Multi-Tiered System of Supports (MTSS) for all students including academic and social emotional interventions (Goal 1, Action 6, Goal 3, Action 1)
- Develop a research-based instructional framework that supports ALL STUDENTS' learning, particularly our students in Special Education and our English Learners. (Goal 1, Action 2)

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

An analysis of the CDE Dashboard results, local data, standardized test data, stakeholder feedback indicates that our unduplicated student groups (English Learners, Low Income and Foster Youth), are achieving at lower levels than the all student groups. The LEA has not only included the needs of the student groups that are two or more levels below the all student group, but has additionally highlighted any student groups in the red or orange. Improvement for these groups, along with all other students is a priority. Specific actions to address English Learners are found in Goal 4, Actions 4 and 5; specific actions for foster youth are found in Goal 4, Actions 6 and 8. Additionally, we will be analyzing the root cause for these performance gaps.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

San Diego County Court Schools, Community Schools and San Pasqual Academy.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

The San Diego County Office of Education Court Schools and Community Schools met the criteria for Comprehensive Support and Improvement (CSI) under ESSA because each school received a combination of red performance status for more than one indicator on the California School Dashboard. San Pasqual Academy qualified for CSI due to a red performance rating under the suspension rate indicator; (the only indicator to receive a color). San Pasqual did not have enough students to qualify for a performance rating under the other six Dashboard indicators.

The SDCOE Juvenile Court and Community Schools (JCCS) leadership team is meeting with experts in improvement science from the Imperial County Office of Education to dig deeper into the root causes of our performance gaps across Juvenile Court and Community Schools (JCCS). Using the continuous improvement approach, JCCS will be implementing the recommendations made by Imperial County Office of Education and SDCOE Learning and Leadership Services (LLS). Recommendations will be based on a complete data analysis of our state Dashboard results to help identify areas of strength and weakness and pinpoint student groups that need additional assistance to improve outcomes.

The three CSI-identified schools will include CSI improvement actions in their 2019-20 School Plan for Student Achievement (SPSA). SPSAs are developed and reviewed annually between April and June at the School Site Council (SSC) meetings. The entire process is overseen by JCCS executive directors and strategically coordinated by the school site principals and SSC president to work on an annual comprehensive needs assessment and the evaluation of individual site SPSA goals and action plans.

JCCS administration supported the CSI-identified schools in developing their 2019-20 SPSAs by conducting eight LCAP Community Forums for parents, staff and stakeholders across the county. The LCAP Community Forums were outreach events that solicited stakeholder input to prioritize areas of greatest need. Staff and parent survey data, student and staff empathy interviews and student surveys were also used as the school-level needs assessment. Survey results and input from outreach events were used in the development in the LCAP goals. CSI priority areas of growth are embedded in JCCS LCAP goals, actions and services. All stakeholder input obtained at LCAP meetings is shared with the SSC for the development of SPSAs.

Being identified for CSI means that SDCOE JCCS (as the district) will receive additional funds to provide customized support to San Pasqual Academy, Court Schools, and Community Schools. CSI resources are being used for evidence-based interventions to specifically address chronic absenteeism, suspension rates, improve English learner progress, graduation and college/career indicator rates, mathematics and English language arts results (Dashboard areas of growth), as well as supports for academic interventions, social-emotional learning (SEL) and multi-tiered system of support (MTSS) implementation. As stated earlier, LCAP goals are in alignment with the SPSAs, which will be approved by each of the CSI schools' SSC.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

The initial analysis of the JCCS performance data was conducted by the Imperial County Office of Education (ICOE) and SDCOE Differentiated Assistance (DA) team. The DA team used the ESSA-recommended format for district analysis which was conducted on four meeting dates during the school year. Meetings consisted of a comprehensive data dive, systems analysis, root cause analysis, and a final results study session.

The student data and achievement supervisor and JCCS data team will complete interim reports for each CSI school identifying their progress in meeting goals associated with California School Dashboard outcomes. These monitoring reports will be reviewed by SDCOE Learning and Leadership Services (LLS) personnel and JCCS leadership. Additional supports and interventions will be identified and offered if insufficient progress is identified. In addition, members from SDCOE's leadership team and LLS will conduct site visits and meet with site administrators and leadership team members to discuss progress and site identified needs. Sites will be using monitoring measures, including interim test data, district-provided suspension and chronic absenteeism reports, and additional local data.

The JCCS District Equity Leadership Team (DELT) (formerly MTSS leadership) and JCCS administration will be responsible for the effective implementation of CSI supports in the LCAP and SPSAs. Monthly DELT Team meetings include data updates on student achievement along with Dashboard-related progress monitoring. JCCS administration and DELT will redirect resources and staff as needed to support CSI eligible schools: San Pasqual Academy, Court Schools, and Community Schools.

Multiple assessment measures, including the Dashboard results and local assessments, will be used to monitor and evaluate the overall effectiveness of the CSI support implementation. A local assessment (Renaissance Learning) will be administered every 90 days to monitor student growth, guide instruction, and target interventions. As mentioned in the prior section, the CSI student supports are embedded in the LCAP goals and are in alignment with the SPSAs for each CSI-eligible school. The SPSAs are monitored by JCCS administration, the DELT Team, and the School Site Council (SSC). The SSC will be responsible for approving its school's SPSA and will provide site-level monitoring and evaluation of the effectiveness of the SPSA and CSI supports for improvement.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Appropriately credentialed and assigned teachers

18-19

100 percent of teachers are appropriately credentialed and assigned

Baseline

90 percent of teachers are appropriately credentialed and assigned.

For 2018-2019

100 percent of the teachers are appropriately credentialed and assigned.

Metric/Indicator

Student access to instructional materials and supplies

18-19

100 percent of students have access to board adopted materials and instructional supplies as evidenced by SARC data and board instructional materials sufficiency resolution

Baseline

100 percent of students have access to board adopted materials and instructional supplies

100% of students had access to board adopted materials and instructional supplies as evidenced by SARC data and Board Instructional Materials Sufficiency Resolution from August 8, 2018.

Expected

Metric/Indicator

Percentage of students completing "a--g" course requirements

*The school does not have sufficient data to calculate percentages. For this metric the district will report on the number of students completing "a--g" courses

18-19

850 students completing "a-g" courses.

120 foster youth students

300 English learners completing "a-g" courses

Baseline

796 students completed "a-g" courses as of May 28, 2017

Metric/Indicator

Implementation of academic content and performance standards

18-19

Increase percentage of tasks aligned by 5 percent each year

Baseline

Based on fall 2016 Learning walk data:

55 percent of tasks were mostly/significantly aligned with grade-level standards 84 percent mostly/significantly/ somewhat aligned

Metric/Indicator

The percentage of English learners provided access to the state standards and ELD standards as measured by placement at registration centers

Reclassified Fluent English Proficient (R- FEP)

Long-term English learners (LTEL) English learners (EL) only

18-19

Increase by 10 percent each year

Baseline

Establish baseline in 2017-18

Metric/Indicator

Actual

Reporting year to date (Most recent data available)

30% of JCCS students completed a-g course requirements,

32% of JCCS English Learners students completed a-g course requirements,

29% of JCCS *Socioeconomically Disadvantaged students completed a-g course requirements.

*Socioeconomically Disadvantaged are students who are migrant, homeless, or foster youth at any time during the academic year. They are eligible for Free or Reduced Price Meal (FRPM), The parent education level is marked as "both parents did not receive a high school diploma" at the time of testing.

This outcome was originally to be measured by classroom walk through data, but the formal assessment for walk throughs was discontinued during the 2017-2018 school year. A revised process will begin again in 2019-2020.

This year the Local Indicator section of the California School Dashboard (Access to a broad course of study) was used. A summary of the results indicate that all content areas are either in the Exploration and Research Phase, the Beginning Development Phase or in the Initial Implementation Phase.

100% of English Learners had access to the ELD state standards through teacher instructions and/or one on one with ELD teacher assistants.

This outcome was to be measured by placement information from the registration centers, but that did not turn out to be feasible. Instead the results of the Local Indicator as reflected in the Local Indicator section of the California School Dashboard will be used. A summary of the results indicate that all content areas, including English Language Development, are either in the Exploration and Research Phase or in the Beginning Development Phase.

(ELPAC) LTEL EAMOs

Expected

Percentage of English Learner pupils making progress toward English proficiency as measured by CELDT

18-19

68 percent of EL's making annual progress
LTEL – baseline increase by eight

Baseline

54.9 percent of ELs made annual progress in 2016- 17

Metric/Indicator

English Learner reclassification rate

18-19

4 percent growth over previous year

Baseline

As of April 1, 2017, 4 percent of our English learners have been reclassified in 2016-17

Metric/Indicator

The percentage of pupils who have passed an Advanced Placement (AP) examination with a score of three or higher.*

18-19

1 percent growth over baseline

Baseline

0 percent - No students completed online AP courses during the 2016- 17 school year

Metric/Indicator

The percentage of pupils demonstrating college preparedness as measured by EAP*

*This measure will utilize 11th grade student performance on CAASPP

Actual

In 2017 ELPAC replaced CELDT as our EL assessment in California. Below is our JCCS ELPAC baseline for 2018-2019.

ELPAC Overall					
	Beginning	Moderately Developed	Somewhat Developed	Well Developed	Grand Total
LTEL	15%	25%	24%	7%	180
EL	10%	7%	9%	3%	75
All ELs	25%	33%	33%	10%	255

ELPAC Oral					
	Beginning	Moderately Developed	Somewhat Developed	Well Developed	Grand Total
LTEL	7%	28%	15%	20%	180
EL	8%	9%	5%	7%	75
All ELs	16%	38%	20%	27%	255

ELPAC Written					
	Beginning	Moderately Developed	Somewhat Developed	Well Developed	Grand Total
LTEL	32%	13%	23%	2%	180
EL	15%	3%	9%	2%	75
All ELs	48%	16%	32%	4%	255

In 2018-19 20% of students enrolled in JCCS are reclassified either by JCCS or referring districts. JCCS will finalized all 2018-19 Qualifying EL students for reclassification by June 2019.

JCCS did not have any students pass the Advanced Placement (AP) exam (as of March 2019).

ELA showed that a 8% of RFEP students and English Only students scored Conditionally Ready or Ready whereas, 2% EL scored Conditionally Ready. 15% White scored either Ready or Conditional Ready whereas 6% Hispanic and 5% African American scored Conditionally Ready. All JCCS students scored "Not Ready in Mathematics.

Expected

18-19
 3 percent growth over the baseline
 Gap closing metrics for: English learners
 African American student group
 Homeless youth Foster youth
 R-FEP

Baseline
 ELA overall- 5 percent Math overall- 3 percent Due to small performance percentages, baseline has not been set for gap closing metrics for sub-categories. As performance increases, gap closing metrics will be established for
 English learners
 African American student group
 Homeless youth Foster youth

Metric/Indicator
 Student enrollment in a broad course of study as measured by report cards (K--6) and the 8--12 grade master schedules demonstrating students have access to all required courses including unduplicated students and students with exceptional needs

18-19
 100 percent enrollment in UC "a-g" courses at all schools

Baseline
 Monarch 100 percent
 SPA 100 percent
 Community 94.76 percent
 Court 96.73 percent

Actual

Early Assessment Program (EAP)		
English Language Arts (ELA)		
Subgroups	Conditionally Ready	Ready
Hispanic	9%	6%
Black or African American	5%	0%
White	0%	15%
English Learner	2%	0%
RFEP	7%	1%
English Only	7%	1%

Systems in place to ensure our students have access to and are enrolled in a broad course of study based on: Grade spans, Unduplicated student groups, and Individuals with exceptional needs.

Expected

Actual

<p>1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.</p>
<p>2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access/enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.</p>
<p>3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study.</p>
<p>4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new action will the district implement, or has the LEA implemented, to ensure access to a broad course of study for all students.</p>

Priority 7			
Self-Reflection Tool: Access to a Broad Course of Study			
<p>1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.</p>	<p>"We are an alternative school with a transient student population, and we have systems in place to ensure our students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs. During our enrollment process, every student undergoes a transcript review (by school counselor and student-support specialist), assessment testing, a career/interests survey, and, when needed, a review of their IEP (special education teacher). Our counselors then work with our school office staff and school administrators to ensure our students are enrolled in the right courses and a broad course of study that advances them towards culmination/graduation based on our graduation requirements and course list. At each grading period, counselors review student transcripts to ensure students are taking a broad course of study that advances students towards culmination/graduation."</p>		
<p>2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access/enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.</p>	<p>"We have four CDS codes in our LEA: Court Schools (schools in detention or probation facilities), Community Schools (serving mostly students who have been expelled from their districts), San Pasqual Academy (serving foster youth at a residential facility), and Monarch School (serving homeless youth). Each CDS code enhances our orientation/transcript review and scheduling process in ways that best meet the needs of their student population. For example, at San Pasqual Academy, there is a stronger college-going culture, so all students are encouraged to take A-G courses en route to admission to a 4-year university. In our Court Schools, we have a stronger emphasis on career readiness and thus students are exposed to a wider range of CTE options, including fire science, which is only available in our Court Schools. At Monarch, our emphasis is on social-emotional learning, thus all high school students have annual access to social-emotional learning courses. Finally, our community schools offer more opportunities for Independent Study, which allows students to personalize their learning experience based on their future plans."</p>		
<p>3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study.</p>	<p>"Some barriers that can prevent our LEA from providing a broad course of study for all students include the fact that our sites are small (to meet the needs of our student population) and with so few teachers at each site, we are only able to offer a limited amount of courses in any given grading period. Another barrier is our students' transiency (movement between sites), which can lead students to earning only partial course credit in one of our CDS codes and then landing in one of our other CDS codes without the immediate ability to close the partial (and complete the course). A third barrier that we face in providing a broad course of study for all students is the challenge we have with student attendance. Many of our students struggle to attend school consistently due to housing insecurity, mental health challenges, appointments with lawyers and special advocates, etc., and this leads to challenges with ensuring students are taking and completing the exact courses they need within our broad course of study."</p>		
<p>4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new action will the district implement, or has the LEA implemented, to ensure access to a broad course of study for all students.</p>	<p>"Our LEA is seeking to address the barriers we face in the following ways. First, we are updating our curriculum to better meet the needs of our students' diverse transcript needs rather than having our teachers stick to the subjects they are most comfortable teaching. Second, we are moving our system towards having more broad supplemental course sequences where students can take "Critical Literacy 1, 2, or 3" for example and thus engage in the literacy learning they need based on their skill level and transcripts without having to worry about duplicating courses or leaving courses only partially complete (because students would just pick up where they left off after moving to a new CDS code in our LEA). Third, we are implementing a multi-tiered system of support (MTSS) to help improve student attendance and quickly/systemically catch up our students who struggle with attendance."</p>		
<p>Criteria</p>	<p>Met</p>	<p>Not Met</p>	<p>Not Met for Two or More Years</p>
	X		

All sites showed an exemplary rating on the FIT report listed in the SARC

Metric/Indicator

Expected

School facilities maintained and in good repair

18-19

100 percent of sites have exemplary rating on Facilities Inspection Tool

Baseline

100 percent of sites have exemplary rating on Facilities Inspection Tool

Metric/Indicator

Students concurrently enrolled in community college classes District-wide there will be a 5 percent 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 greater than 5 percent growth in achieving at the level of "Standard Nearly Met" or "Standard Met" as measured by ELA CAASPP, according to 2016- 2017 scores.

18-19

Baseline plus 5 percent

Baseline

Based on the 2015-16 CAASPP results, 7 percent met or exceeded standard in ELA and 2 percent in math.

Actual

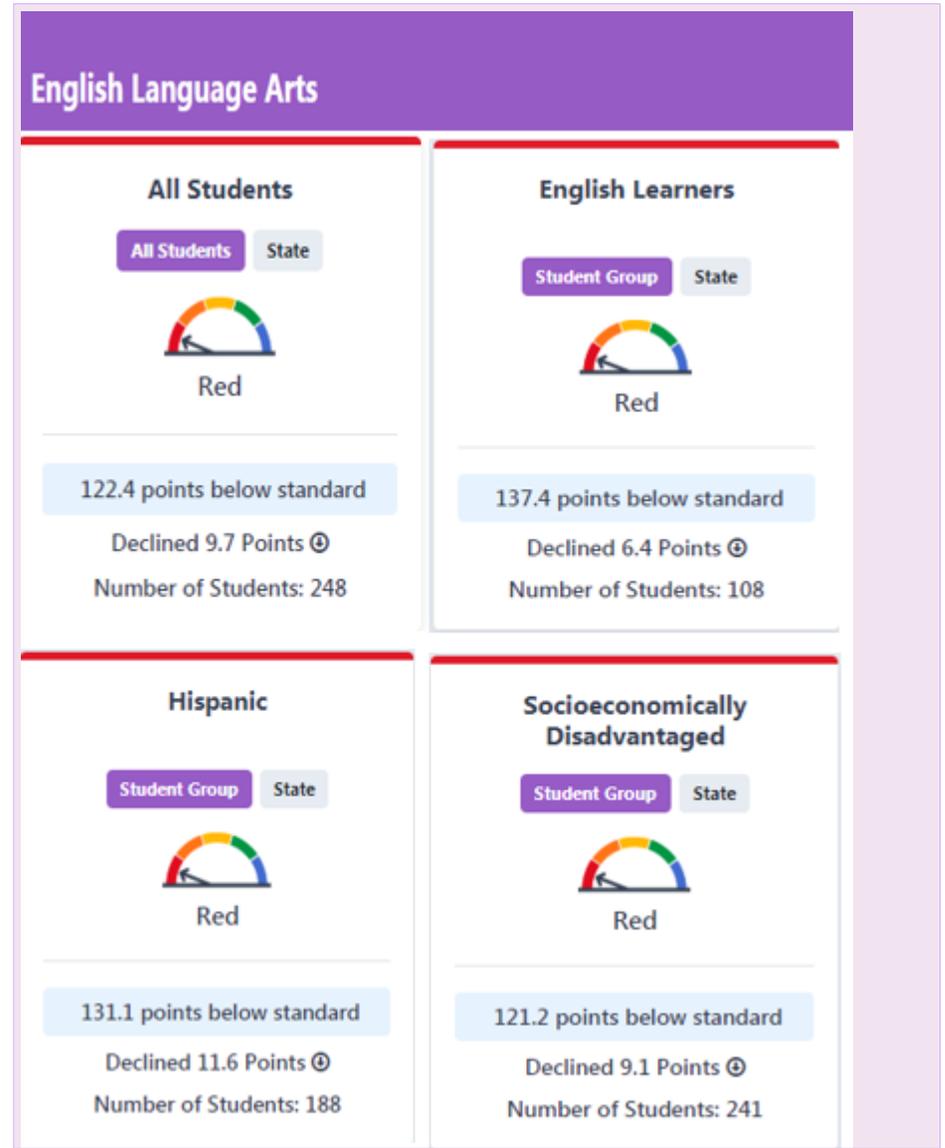
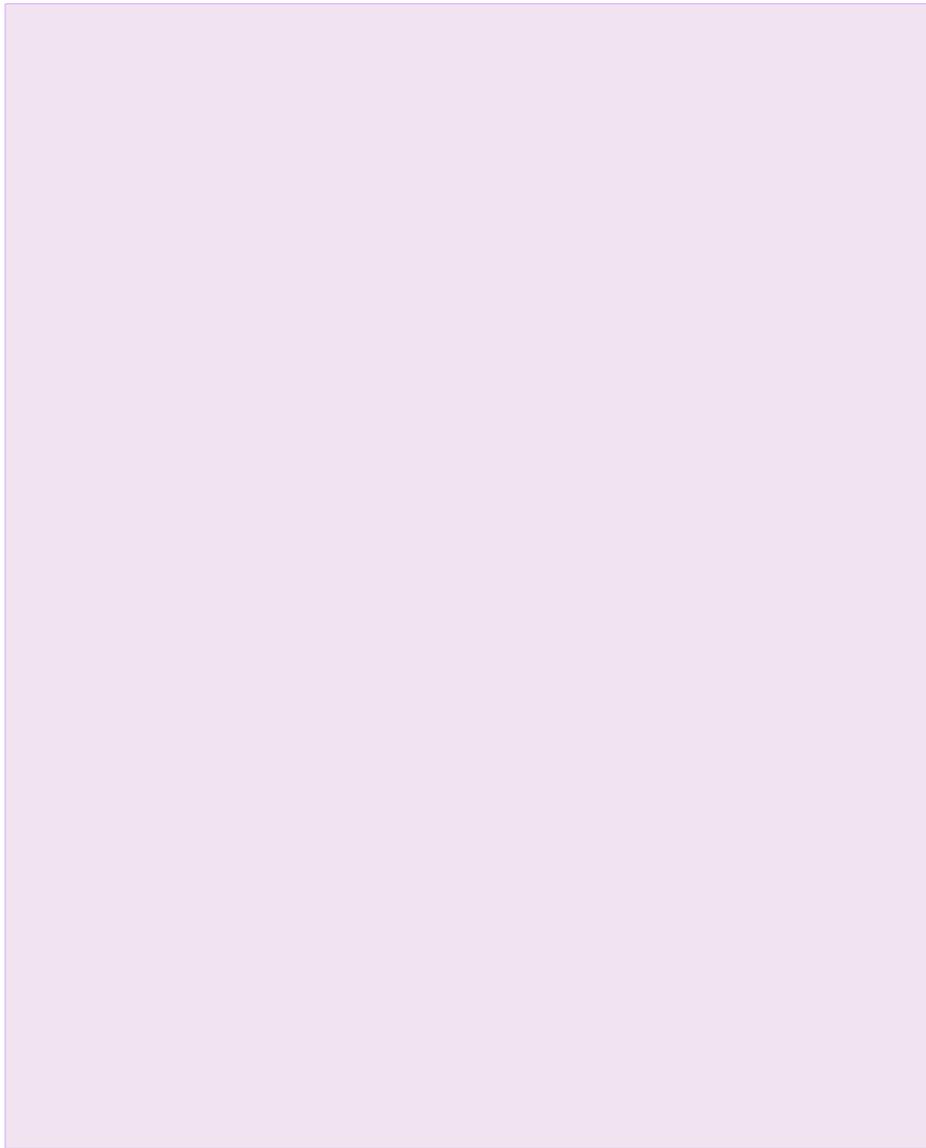
JCCS exceeded our goal of 5% for concurrently enrolled students in Community College to a total of 14%. Concurrently enrolled students show an increase of 9% above our goal of 5% for 2018-19 school year.

Although our goal of 5% was not met more students tested in 2017-2018 than the previous year.

ELA CAASPP maintained at 9% for Met and Exceeded standard. Moving forward will be using the California Dashboard as our metric. Students with disabilities were listed as orange for ELA (145 points below standard for ELA).

Expected

Actual



Metric/Indicator

District-wide there will be a 5 percent increase in the percentage of students achieving at the level of “Standard Met” or “Standard Exceeded,” according to scores on the math CAASPP.

The goal of 5% was not met for math. CAASPP Math shows a decrease of 1%. Moving forward will be using the California Dashboard as our metric. Students with disabilities were listed as orange in the Dashboard for math. (199.9 points below standard)

Expected

Each of the unduplicated student groups, and students with disabilities will demonstrate a 10 percent growth in students achieving at the level of “Standard Nearly Met” or “Standard Met” as measured by math CAASPP scores, according to 2016-17 scores.

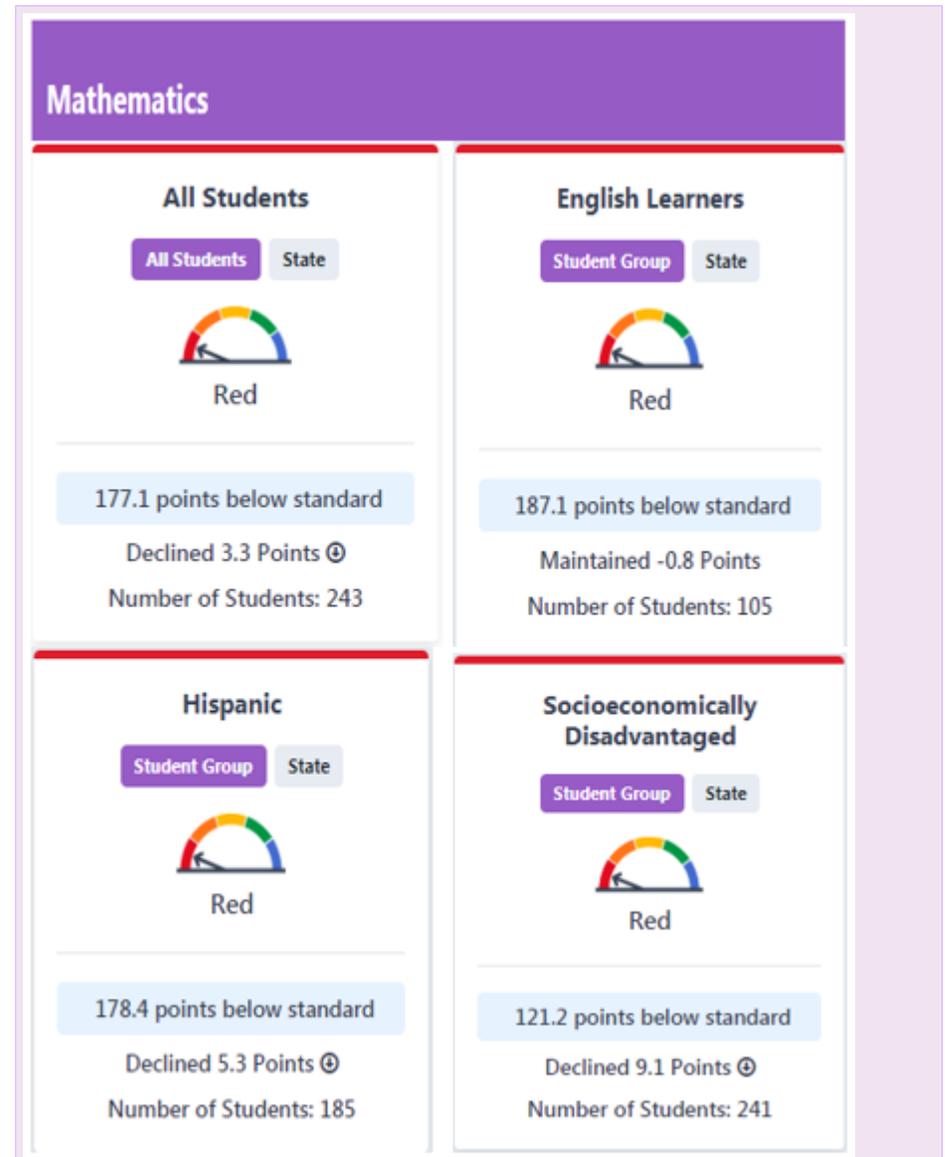
18-19

Baseline plus greater than 5 percent

Baseline

Based on the 2015-16 CAASPP results 2 percent of students tested met or exceeded standards in math.

Actual



Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue same as 2017--18 school year	For the 2018-2019 school year all teachers are appropriately credentialed and assigned, and there are sufficient adopted materials for all courses	Teachers and Nurse Salaries and Benefits (Community, Court and Monarch Schools) 1000-3999: Certified Personnel Salaries & Benefits Supplemental and Concentration \$3,129,120	Teachers and Nurse Salaries and Benefits (Community, Court and Monarch Schools) 1000-3999: Certified Personnel Salaries & Benefits Supplemental and Concentration \$2,692,932
Identify selection committee to pilot instructional materials for history-social science	The C I & A committee decided to focus on English Language Arts for 2018-2019.	Food Services Support Staff Salaries and Benefits 2000-3999: Classified Personnel Salaries & Benefits Supplemental and Concentration \$705,771	Food Services Support Staff Salaries and Benefits 2000-3999: Classified Personnel Salaries & Benefits Supplemental and Concentration \$662,144
Select and adopt materials for ELA/ELD 8 Continue same as 2017--18 school year	Division Curriculum Committee created an Integrated ELA/ELD Standards Based curriculum for Middle and High School students. The Integrated ELA/ELD curriculum includes Curriculum Maps/Units of Study and Benchmark Assessments. The curriculum had teacher, staff and student input throughout the development.	Staff Computer Refresh Cost and Classroom Textbooks & Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$201,763	Staff Computer Refresh Cost and Classroom Textbooks & Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$214,902
	A Division Curriculum Committee (DCC) for Math was created to develop teacher capacity, build content knowledge and pedagogy. The Math DCC will develop Curriculum Maps/Units of Study and Benchmark Assessments, plus analyze and select instructional materials and resources in math for the 2019-2020 school year and beyond.	Food Services Sub Agreements and Maintenance Repairs 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$172,400	Food Services Sub Agreements and Maintenance Repairs 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$79,625
	JCCS implemented a new instructional focus on integrated ELD instruction across all content areas with emphasis on ELD standards related to "interacting in meaningful ways" - students interpreting (making sense of)	Food Services Sub Agreements 5000-5999: Services And Other Operating Expenditures NSLP \$510,000	Food Services Sub Agreements 5000-5999: Services And Other Operating Expenditures NSLP \$370,354
		Textbooks Adoption, Books and Other Reference Materials 4000-4999: Books And Supplies Restricted Lottery \$272,795	Books and Other Reference Materials 4000-4999: Books And Supplies Restricted Lottery \$47,613
		5000-5999: Services And Other Operating Expenditures Title I \$668,838	

	<p>texts and problems, students collaborating (peer-to-peer talk, students working together), and students sharing their understanding in writing and in oral presentations.</p> <p>JCCS and Special Education schools have safe, clean, and orderly school facilities including food services for applicable sites</p>	<p>5000-5999: Services And Other Operating Expenditures Title II \$96,399</p>	
		<p>5000-5999: Services And Other Operating Expenditures Title III \$61,111</p>	
		<p>5000-5999: Services And Other Operating Expenditures Title IV \$133,553</p>	

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue to implement, assess, and refine system of professional learning.</p> <p>A Division Curriculum Committee was created and developed an Integrated ELA/ELD Curriculum Map/Units of Study/Benchmark Assessments as well as an Instructional Framework aligned to best-practices for inclusive teaching and learning (with English Learners, Students with IEPs, and General Education students in the same classroom)</p> <p>Implement the components of the E3 evaluation system.</p>	<p>The division curriculum developed, implemented, and assessed a system for coherent and aligned professional learning structures including:</p> <ul style="list-style-type: none"> • Large group professional learning • Professional learning communities (PLCs) • Site-embedded coaching • Observations and feedback • Student and Family Engagement Team <p>(SAFE) bi-weekly PL</p> <ul style="list-style-type: none"> • Attendance Improvement Management <p>(AIM) monthly meetings</p> <ul style="list-style-type: none"> • Monthly leadership team and District Equity 	<p>Professional Development Specialist Salaries and Benefits 1000-3999: Certified Personnel Salaries & Benefits Supplemental and Concentration \$125,341</p> <p>Not Applicable Not Applicable Not Applicable</p>	<p>Professional Development Specialist Salaries and Benefits 1000-3999: Certified Personnel Salaries & Benefits Supplemental and Concentration \$116,365</p>

Leadership Team (DELT)
 teams monitor data and progress

The following components of the
 E3 system components were
 implemented:

- A strengths-based approach
- Learner-directed goals
- Inquiry-based learning
- Alignment to district mission, instructional focus, and/or

professional learning LEEP will
 replaced E-3 (2019-2020)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Strengthen capacity of instructional support team and leaders in designing, facilitating, and supporting professional learning and refinement of practice.</p> <p>Include training on issues for students who are English learners and addressing the language and academic needs of English learners. (Title III)</p> <p>This action was combined with Action 7 to improve classroom practices the capacity of instructional support team and</p>	<p>Multiple trainings were developed with our partners from LLS; To improve classroom practices the capacity of instructional support team and leaders in designing, facilitating, and supporting professional learning and refinement of practice was strengthened through professional development, including training to address barriers for students who are English learners and their language and academic needs.</p>	<p>Services for EL - Professional Development Specialist Salaries and Benefits 1000-3999: Certified Personnel Salaries & Benefits Supplemental and Concentration \$40,000</p> <p>Teacher's Coaches Salaries and Benefits 1000-3999: Certified Personnel Salaries & Benefits Title I \$671,644</p>	<p>Services for EL - Professional Development Specialist Salaries and Benefits 1000-3999: Certified Personnel Salaries & Benefits Supplemental and Concentration \$40,000</p> <p>Teacher's Coaches Salaries and Benefits 1000-3999: Certified Personnel Salaries & Benefits Title I \$510,239</p>

leaders in designing, facilitating, and supporting professional learning and refinement of practice will be strengthened through professional development, including training to address barriers for students who are English learners and their language and academic needs.



Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Expand implementation of differentiated learning models to respond to the needs of diverse learners that promotes opportunities for remediation, acceleration, and increased access to a broad course of study including the following programs:</p> <ul style="list-style-type: none"> iPBL Integrated ELA/ELD Integrated CTE Integrated VAPA VAPA specialized experiences Interdisciplinary UC "a-g" approved courses Concurrent enrollment with college courses 	<p>This action was completed as planned, implementing rigorous and differentiated learning models (I.E., The Teaching and Learning Cycle - High Leverage Principles) to respond to the needs of diverse learners through increased access to a broad course of study such as:</p> <ul style="list-style-type: none"> • Interdisciplinary Project-Based Learning (iPBL) • Integrated ELA/ELD (based on differentiated learning needs of EL students) • Integrated CTE • Integrated VAPA and VAPA specialized experiences • Interdisciplinary UC "a-g" approved courses Concurrent enrollment with college courses 	<p>CTE and Regular Teacher Salaries and Benefits 1000-3999: Certified Personnel Salaries & Benefits Supplemental and Concentration \$329,684</p> <p>VAPA Textbooks and Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$40,000</p> <p>VAPA Consultant Service Contracts 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$160,000</p>	<p>CTE and Regular Teacher Salaries and Benefits 1000-3999: Certified Personnel Salaries & Benefits Supplemental and Concentration \$305,966</p> <p>VAPA Textbooks and Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$15,000</p> <p>VAPA Consultant Service Contracts 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$116,272</p>

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Expand implementation of differentiated learning models to respond to the needs of diverse learners and promote opportunities for remediation, acceleration, and increased of access to a broad course of study including the following programs: Independent study Credit recovery</p>	<p>Implementing rigorous and differentiated learning models through Division Curriculum Committee and PLCs that included both seat-based and independent study programs to respond to the needs of diverse learners and promote opportunities for remediation, acceleration, and increased access to a broad course of study.</p> <p>JCCS implemented a new instructional focus on integrated ELD instruction across all content areas with emphasis on ELD standards related to "interacting in meaningful ways" - students interpreting (making sense of) texts and problems, students collaborating (peer-to-peer talk, students working together), and students sharing their understanding in writing and in oral presentations.</p>	<p>VAPA Technician Salaries and Benefits 2000-3999: Classified Personnel Salaries & Benefits Title I \$126,017</p>	<p>VAPA Technician Salaries and Benefits 2000-3999: Classified Personnel Salaries & Benefits Title I \$123,412</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Implement, refine, and train staff on selecting, administering and applying a system of assessment that incorporates: Diagnostic assessments for reading and math Interim/progress monitoring performance assessments</p>	<p>Purchased and implemented a new assessment system, Renaissance Learning (RenLearn), for Reading and Math diagnostics and progress monitoring (done every 90 days)</p> <ul style="list-style-type: none"> • Trained staff and head teachers to use the 	<p>Assessment Technician Salaries and Benefits 2000-3999: Classified Personnel Salaries & Benefits Supplemental and Concentration \$57,575</p>	<p>Assessment Technician Salaries and Benefits 2000-3999: Classified Personnel Salaries & Benefits Supplemental and Concentration \$56,348</p>

Review and refine data analysis to align with measurable IEP goals. Use assessment and monitoring information to inform the development of a Multi-Tiered System of Support to meet the needs of all students in JCCS.

Discontinued MAP testing

system and analyze student results.

Implemented a new career interests assessment, Journey that will be a part of every student's personalized learning plan (PLP).

- Trainings were created and implemented as well as site-based trainings/supports

ELPAC Initial and Summative assessments will be used along with SBAC, RenLearn and IABs to inform MTSS development, student interventions and supports.

- A student progress monitoring tool was developed to assist staff.

Train staff and leadership in the understanding and implementation of the RenLearn, SBAC and ELPAC scoring to align with instructional practice in special education programs.

Design and implement a process for monitoring system-wide progress (i.e., learning/equity walks, data collection tool).

Math Software Subscription and Data Coaching Not Applicable
Not Applicable Not Applicable

MTSS Grant-Consultant Contracts for Staff Training 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$25,000

5000-5999: Services And Other Operating Expenditures Other \$20,000

Math Software Subscription and Data Coaching 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$23,850

MTSS Grant-Consultant Contracts for Staff Training 5000-5999: Services And Other Operating Expenditures Other \$3,036

Action 7

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Ensure a high-quality academic program for English learners by building a program that includes:
 Designated ELD to build language skills
 Integrated ELD to support acquisition of content knowledge
 Professional development in understanding and differentiating instruction based on the specific needs of newcomers. ELs, and students at risk of becoming LTELS
 Appropriately assessing incoming EL's to determine placement, and LTELS
 Teacher assessments of students in class to inform instructional decisions.
 Stakeholder voice in program design and decisions Monitor RFEPs
 Develop and create a preschool language instruction program at Monarch

Continue in 2018-19, with the following modifications:
 Instead of a preschool language instruction program in prek3, a reading and intervention program will be developed at Monarch using Reading Specialists.
 Planning and collaboration has begun with our SDCOE EL team to develop a toolkit in support of implementing Integrated/Designated ELD with fidelity.

This action was combined with Action 7 to improve classroom

Appropriate assessment and placement of ELs is occurring, through the ELPAC, interim assessments along with Renaissance Learning. Ongoing monitoring and reclassifying of ELs is done by English Language Development Assistants, teachers, admin and parent consult. Four year monitoring is being done by Assessment System Technician

Instead of a preschool language instruction program in prek-3, a reading and intervention program will be developed at Monarch using Reading Specialists.

A partnership with LLS with our C I & A team to develop a English Learner toolkit in support of implementing Integrated/Designated ELD with fidelity. Monthly Title III compliance meetings were created in partnership with the LLS Assessment and Accountability Unit to keep our school sites informed and in compliance.

Expense Budgeted in Goal 1, Action 3 Not Applicable Not Applicable Not Applicable

Not Applicable Not Applicable Not Applicable

Expense Budgeted in Goal 1, Action 3

practices the capacity of instructional support team and leaders in designing, facilitating, and supporting professional learning and refinement of practice will be strengthened through professional development, including training to address barriers for students who are English learners and their language and academic needs.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We implemented all seven actions and services to help prepare each student for success in college and career. All teachers were appropriately credentialed and assigned. 100% of students had access to Board-adopted curriculum materials.

JCCS exceeded our goal of 5% for students concurrently enrolled in Community College. Concurrently enrolled students had an increase of 9% for 2018-19 school year.

A coherent professional learning system was implemented and aligned by utilizing whole-group PL, site-based PLCs, instructional coaching, and administrator observations/feedback.

Re-positioned Instructional Coaches to be site-embedded- regional coaches to ensure consistent access to classrooms and JCCS teachers.

A Division Curriculum Committee was created and developed an Integrated ELA/ELD Curriculum Map/Units of Study/Benchmark Assessments, as well as an Instructional Framework aligned to best-practices for inclusive teaching and learning (with English Learners, Students with IEPs, and General Education students in the same classroom).

ELA CAASPP maintained at 9% for Met and Exceeded standard. Although our goal of 5% was not met, however in 2017-18 school year more students tested than the previous year.

The goal of 5% was not met for math. CAASPP Math shows a decrease of 1%.

A new instructional focus on integrated ELD instruction across all content areas was implemented.

All teachers were trained on the implementation of CAASPP Interim Assessment Blocks (IABs), IABs were given to students, and student scores were analyzed in PLCs.

A new student assessment system was implemented to address the need for a more user friendly, diagnostic system called Renaissance Math and Renaissance ELA. All teachers trained in the use of Renaissance Learning to help teachers analyze student achievement data to inform instruction and enhance our MTSS interventions/supports.

Staff were trained on ELPAC and all qualifying EL Students were assessed (ELPAC Summative or ELPAC Initial assessments).

A Division Curriculum Committee for Math was created to build teacher capacity, content knowledge and best-practices to lead instruction, develop Curriculum Map/Units of Study/Benchmark Assessments, and make an informed decision regarding new math materials and resources.

NCA completed a four-year contract with T4 Learning to increase rigor and student engagement through the implementation of Common Core Standards and the four C's of 21st Century Skills (Critical Thinking, Creativity, Collaboration and Communication).

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The LEA has included evidence (including data) to reflect on the effectiveness of actions and services (positive or negative). This reflection incorporates themes from Data Institute and Root Cause/Chartering Institute.

Teachers shared that the new student assessment system Renaissance Learning (RenLearn for ELA and Math) is a much more efficient and user friendly, diagnostic system. Students can be assessed every 90 days in 20 to 30 minutes (The MAP assessment took much longer). Teachers and admin can now analyze student scores to guide instruction and develop necessary supports. Renaissance test data results for ELA and Math indicate after the second post test that students were improving from their initial baseline scores. Overall results showed 73% had improved from 44% initial results for ELA. Overall results showed that 65% of students improved from 52% initial results for math.

We are continuing to build our coherent PL system and continue to strengthen our efforts to prepare each student for success in college and career.

Our Division Curriculum Committee has improved the alignment of our ELA/ELD curriculum with CAASPP and established a foundation for us to improve the alignment of all core curriculum with state standards.

All teachers were trained in the use of CAASPP Interim Assessment Blocks (IABs). Student assessment results indicated growth areas to be targeted. We were able to establish a baseline for teachers and students to focus on before the actual SBAC testing.

All teachers were trained in integrating ELD across all content areas with emphasis on the ELD standards cluster "interacting in meaningful ways" (interpretation, collaboration, production).

A baseline was set for student college readiness through the Early Assessment Progress (EAP) English Language Arts (ELA). 94% were deemed not ready. 5% were deemed conditionally ready and 1% were listed as college ready. 100% were deemed not ready for Mathematics.

71 students were concurrently enrolled in Community College. (63 last year), we met this goal of 5% with an increase of 9%.

The ELPAC summative assessment was implemented in 2017-2018 school year and will serve as our baseline. 10% of EL students scored at well-developed (Level 4) and will serve as our baseline.

In 2018-19 20% of students enrolled in JCCS were reclassified either by JCCS or referring districts. JCCS will finalized all 2018-19 Qualifying EL students for reclassification by June 2019.

Friendship School, a school for students who have moderate to severe disabilities and are medically fragile, reclassified two students in 2018-2019. No students were reclassified at Davila School or North County Academy. This area will remain a focus in 2019-2020.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

NOTE: For the purpose of this section, material differences are considered those that exceed 10%.

Goal 1, Actions 1, 3, 5, 6 and 7 have no material differences between the budgeted expenditures and estimated actual expenditures.

Decreases in salaries and benefits for certificated personnel and VAPA supplies resulted in lower than expected costs for actions 2 and 4:

Action 2 total estimated actual expenditures represents 83% of budgeted expenditures. During the 2018-19 school year, Professional Development Specialist salary and benefits cost is proportionally split with Goal 1, Action 3 for Services for EL students.

Action 4 has a material difference between the budgeted expenditures and estimated actuals in the amount of \$72,976. During the 2018-19 school year, VAPA supplies cost is reduced due to use of supplies reserved from previous years.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

LEA determines the effectiveness of actions and services including any change ideas or revisions/refinements to future actions and services. Student expected outcomes will be measured by local assessments, California State Dashboard results and Local Indicator results.

In order to improve the ELA and math achievement, ensure each student is prepared for post-secondary education and career the following actions under Goal #1 will be implemented in 2019-2020:

- Implement a Multi-Tiered System of Supports (MTSS) for all students including academic and social emotional interventions (Goal 1, Action 6 and Goal 3, Action 1). Expected outcomes will be improved student academic achievement scores, improved student attendance and a reduction in school suspensions based on the California Dashboard results.
- Develop a research-based instructional framework that supports ALL STUDENTS' learning, particularly our students in Special Education and our English Learner students (Goal 1, Action 2)
- Implement and revise the ELA/ELD Standards Maps/Units of Study/Benchmark Assessments (Goal 2, Action 4)
- Implement a common-core standards aligned assessment system (CAASPP Interim Assessment Blocks IABs, Renaissance Learning) in literacy and math to better inform and align our system of resources and supports for teaching and learning (Goal 1, Action 6)
- Continue to develop and enhance a coherent professional learning system that is fully aligned. Utilizing whole-group PL, site-based PLCs, instructional coaching, and administrator observations/feedback. (Goal 1, Action 1)
- Continue the Math Division Curriculum Committee to create Standards Maps/Units of Study/Benchmark Assessments and identify/purchase new math resources.

(Goal 1, Action 2)

- Expand professional learning offerings in support of our EL Students' English Language Development. (Goal 1, Action 2)
- Implement and revise a student Personalized Learning Plan (PLP) that will include Renaissance Learning (a standards-based, computer adaptive assessments that measures students' growth in reading and math), Journey a web-based college/career readiness assessment used to highlight student interest, goal attainment and post-secondary education preparation. (Goal 1, Action 6)

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Parent input in district and school decision- making (DAC, DELAC, LCAP, SSC)

18-19

100 percent of district governance groups are compliant and solicit parent input

Baseline

100 percent of district governance groups are compliant and solicit parent input

100 percent of SSC, DELAC and DAC, along with the Special Ed, Community Advisory Committee (CAC), are compliant and solicited parent input on a variety of issues including LCAP, program and school climate issues

Metric/Indicator

Promotion of parent participation in programs for unduplicated pupils

18-19

Increase 10 percent each year

Baseline

480 parent or guardians participated in school related activities

Parent participation increased significantly: 954 parents participated in workshops, bookclubs, and training opportunities. This counts only events that parents came to and interacted, it does not include phone calls or other outreach such as Blackboard Connect. This is an increase of 98.8%.

Metric/Indicator

School activities promoting parent participation:

Expected

Promotion of parent participation in programs for students with exceptional needs

18-19

From baseline increase by 10 percent each year

Baseline

Baseline data will become available June 30, 2017

2016-17 YTD

- * Davila 14
- * Friendship 17 and
- * NCA 5

Metric/Indicator

Local measures on the sense of safety and school connectedness

18-19

Increase by 5 percent each year

Baseline

2015--16 Healthy Kids Survey: School Environment indicator 8 81 percent moderate and high school
 Connectedness indicator 8 67 percent moderate or high school
 Connectedness indicator

Metric/Indicator

Strengthen community partnerships as measured by partner satisfaction survey

18-19

Increase 5 percent from baseline

Baseline

Establish baseline number of partner agencies.
 Develop and administer partner satisfaction survey June 30, 2017.

Metric/Indicator

Actual

Davila 16
 Friendship 27
 North County Academy 5

All schools offered Back-To-School Nights and Open House. In addition to the IEP and Student Progress Meetings, activities included Read Across America, Community Based Instruction Outings, Fall Festival, Prom, Winter Programs, Snail Races, Family Fun Day, and Wheel-A-Thon.

Reporting year to date (Most recent data available) California Health Kids Survey

This goal was met.

A highlight of CHKS- 40% of our students report having or feeling a high level of connectedness at school. An increase of 6%.

Over 60% of our students perceive the school as safe or very safe.

Priority 6
Narrative Summary
Overall District Connectedness Indicator (combined percentage of moderate to high) had a 3% decline in the 2017-2018 school year.
*Combined results from 2016 CHKS Grade 7, 9, and 11 show that:
School Environment
• 40% of our students report having or feeling a high level of connectedness at school (prior 34%)
• 26% report a high level of academic motivation (prior 21%)
• 30% report feeling they have adults at school that care about them (prior 32%)
• 35% report there is a culture of high expectations at school (prior 40%)
• 16% report feeling they have opportunities for meaningful participation at school. (do things that make a difference, do interesting activities, or decide class activities or rules) (prior 14%)
School Safety
• 62% perceive the school as safe or very safe. (prior 63%)
*Results taken from the district's "2017-2018 CHKS Main Report" as reported in A. Core Module Results 2. "Summary of Key Indicators" pages 3 and 13 - 16

The partner satisfaction survey was changed to parent surveys at all parent meetings. Court parents are attending at Regional Parent Meetings, DAC and DELAC meetings.

Baseline list of partner agencies and support programs developed.

Through DELAC/ELAC and other parent engagement opportunities, a total of 42 parents of students who are English Learners were involved in leadership development. Parents provided feedback and planning support for the

Expected

Increase the number of parents of students who are English learners involved in leadership development programs

18-19
TBD

Baseline

Committee to develop criteria and establish baseline and growth

Actual

development of workshops, parent trainings, experiential learning trips and educational book clubs.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue on-boarding and parent and community volunteer training program	Human Resources department is still working on the criteria for the volunteer training program. Coordination with the probation department to allow partners and guest speakers into our court school sites was implemented and is being evaluated.	Parent Family Liaisons Salaries and Benefits 2000-3999: Classified Personnel Salaries & Benefits Supplemental and Concentration \$100,000	Parent Family Liaisons Salaries and Benefits 2000-3999: Classified Personnel Salaries & Benefits Supplemental and Concentration \$100,000
Evaluate the impact and participation of parent involvement in school community activities and make necessary adjustments to increase participation Implement plan to build capacity and Leadership among parents of students who are English learners.	We offered community building events including Greet and Treat information and celebration as well as Parent Leader Appreciation Day.	Bus Services for Parent Travel 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3,206	Bus Services for Parent Travel 4000-4999: Books And Supplies Supplemental and Concentration \$0
	Parents provided feedback and planning support for the development of workshops, parent trainings, experiential learning trips and educational book clubs.	5000-5999: Services And Other Operating Expenditures Title I \$15,157	
	Worked with Parent and Family Liaisons to develop a long term plan to build capacity and		

leadership among parents of students who are English learners. DAC and DELAC members have been active leaders in contributing. Growth in diverse parent groups (East County) have shown an increase in participation in parent engagement activities.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue to promote parent Involvement and engagement</p> <p>Offer parent education to enhance home and school partnerships as well as parental interests</p> <p>In English and Spanish provide education on Restorative Practices; trauma informed care; learning and behavior; U.S. school system; and other topics selected by parents and families.</p> <p>Continue to implement: Parent education Transportation to and from school and community events Additional supports for parents to gain knowledge and understanding of the instructional program Strengthening regional enrollment process to include parents and classroom volunteers.</p>	<p>Workshops and guest speaker opportunities were provided based on parent feedback on areas of interest and need. Topics included, but were not limited to: attendance, academic success, human trafficking, alcohol and other drugs, and housing assistance.</p> <p>Transportation and childcare was provided during parent education events.</p> <p>Restorative Practices training was designed and facilitated by JCCS staff and delivered to SOAR site teachers, probation, administration and line staff together.</p>	<p>Parent Family Liaisons & Supervisor Salaries and Benefits 2000-3999: Classified Personnel Salaries & Benefits Supplemental and Concentration \$116,322</p> <p>Parent Family Liaisons Salaries and Benefits 2000-3999: Classified Personnel Salaries & Benefits Title I \$220,885</p> <p>Not Applicable Not Applicable Not Applicable</p>	<p>Parent Family Liaisons & Supervisor Salaries and Benefits 2000-3999: Classified Personnel Salaries & Benefits Title I \$229,137</p> <p>Parent Family Liaisons Salaries and Benefits 2000-3999: Classified Personnel Salaries & Benefits Supplemental and Concentration \$106,821</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Review, revise, and refine internal and external communication systems to ensure alignment of messaging and engagement of students, parents, and staff with the school.	To improve communication both internally and with our external partners we have implemented the JCCS Breaking Barriers newsletter and a district monthly activities calendar.	Administrative Staff Salaries and Benefits 2000-3999: Classified Personnel Salaries & Benefits Supplemental and Concentration \$514,755	Administrative Staff Salaries and Benefits 2000-3999: Classified Personnel Salaries & Benefits Supplemental and Concentration \$485,874
Build capacity of a leadership team to plan and facilitate monthly systems meetings	The Division adopted a system called Blackboard Connect, and established protocols for its use, to ensure alignment and participation/engagement of students, parents and staff.		
Provide translation services as needed	Blackboard Connect data shows that 21,579 contacts were made to engage students, parents and staff with the schools.		
Create calendar of school events and disseminate to stakeholders	Translation services have been provided at all meetings.		
	Regional Calendars for Parent Involvement activities have been provided to all families.		
	Ongoing meetings occur for Parent Family Liaisons to enhance parent engagement and participation.		

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Continue to foster and develop internal and external partnerships to support the needs of all students to include:
Create a comprehensive MOU with Probation to manage oversight of student needs and transitions.

Conduct monthly collaboration meetings with Probation around critical topics.

Increase connection with industry partners to support the expansion of CTE pathways and course offerings

Coordinate the mental, social, and emotional support services

Provide information on processes and procedures for student transition plans

Meetings occur with Probation and the juvenile court judges to enhance stakeholder engagement, partnership, and to more effectively meet student needs.

Parent and Family Liaisons participate in regional collaboratives to obtain resources and share opportunities to support the needs of students and families.

The Student and Family Engagement Team, consisting of School Counselors, Transition Technicians, and Parent and Family Liaisons, meets twice a month to support collaboration and learning opportunities.

Monthly meetings occur at the Probation camp (Urban Camp) to ensure successful student transition back to the district of residence (meeting attendees include site leadership, school counselors, and probation staff). At the Juvenile Hall facilities, longer term students are also provided transition counseling

We continued the JCCS- CTE Advisory Board that was established in 2018 to increase connection with industry partners and to support the expansion of CTE pathways and course offerings.

Student Support Supervisor Salaries and Benefits 2000-3999: Classified Personnel Salaries & Benefits Title I \$162,735

Student Support Supervisor Salaries and Benefits 2000-3999: Classified Personnel Salaries & Benefits Title I \$147,119

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The actions and services outlined in Goal 2, Cultivate stakeholder engagement and support student achievement were implemented as planned. One revision was made regarding the community partner satisfaction survey. This action was changed from a partner satisfaction survey to parent/stakeholder survey given at parent meetings and at the regional LCAP Community Forums. (Goal 2, action 1)

Parents and guardians participated in experiential learning events to enhance parent and school partnerships and to promote a positive school culture.

Outreach events included themes to address cultural diversity and college and career readiness.

Training opportunities for parents were developed to target areas of need and those requested by parents. Priority was given in the area of social-emotional learning, "Strengths Finder" for parents, and Restorative Practices. Other themes were covered at parent outreach events including building a bridge with your child, drug/alcohol abuse prevention, gang awareness, and Parent Leader Appreciation Day.

LCAP updates were given during School Site Council (SSC) meetings, Division Advisory Committee (DAC) and Division English Language Advisory Committee (DELAC) meetings. LCAP Community Forums were conducted to seek parent input on LCAP goals and priorities.

LCAP Community Forums were held at:

January 15, 2019 for the SOAR Academy at SDCOE Annex B

January 16, 2019 at San Pasqual Academy

January 22, 2019 at Metro Region (37ECB)

January 28, 2019 at Monarch

January 29, 2019 at North Region (NCREC)

January 30, 2018 at East Region (ECREC)

January 31, 2019 at South Region-Two sessions (SCREC)

Through the deliberate and strategically planned outreach events, parent/guardian and stakeholder participation increased from 480 to 954 or 98.7%. Over 400 students participated in the student survey. Survey data was summarized and organized under each of the 4 SDCOE LCAP goals and used to guide the creation of the 2019-2020 actions and services.

Ongoing meetings were conducted with San Diego Juvenile Dependency and Delinquency Court Judges, Probation, San Diego Workforce Partnership, Health and Human Services, 42 school districts, community colleges, Monarch Project and San Pasqual Academy New Alternatives and other partner agencies in support of students and overall student achievement.

Special education schools provided Back-to-School Night and Open House events, and welcomed families to participate in a number of other school activities such as Read Across America Day.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- 100% of SSC, DELAC and DAC, and special education CAC committees are compliant and participated in district governance groups.
- Parent participation increased significantly: 954 parents participated in school events, resulting in an increase of 98.8%. This goal was met.
- Worked with Parent Family Liaisons to develop a long term plan to build capacity and leadership from among English Language Learners. DAC and DELAC parent groups attendance and participation is strong, active and consistent.
- Blackboard connect was utilized to improve parent communication and updates on student attendance. A new student information system is being researched by our SDCOE IT department to provide a Parent Portal and access to student grades and attendance.
- Davila School and North County Academy had 100% parent participation in Individual Education Plan meetings.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 2, Actions 1, 2 and 4 have no material differences between the Budgeted Expenditures and Estimated Actual Expenditures.

Decreases in salaries and benefits for classified personnel resulted in lower than projected costs for action 3.

Action 3 material differences between budgeted expenditures and estimated actuals is in the amount of \$117,680 or 19%. In 2018-19, one (1) JCCS' support staff position for central office was eliminated due to reorganization of functions and strategic financial approach.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

In order for JCCS to cultivate stakeholder engagement and support excellence in each students success the following actions will be changed or updated in 2019-2020:

100% percent of district parent leadership groups, (DAC, DELAC, SSC) are compliant and continue to solicit parent input including school climate issues, student progress and LCAP goals, actions and services. (Goal 2, Action 2)

* Parent participation will increase by 20% over the baseline year. (Baseline plus 10% from 17-18 and 10% for 18-19)

* School connectedness/school safety (As reported in CHKS) will increase by 10% over last year's baseline to the following:

SPA 32%,

Monarch 62%,

Community 47%

Court 27%

The goal to increase school connectedness by 10% was not met. However, the overall school connectedness did increase by 6% for JCCS.

* Parent Family Liaisons (PFLs) to complete the revision of the long term plan to build capacity and leadership among parents of students who are English language learners. (Goal 2, Action 2)

* Continue to develop the Restorative Practice training for staff and Stakeholders (i.e., Probation) along with other social-emotional learning (SEL) trainings (i.e., Trauma Informed Practices, PBIS) (Goal 2, Action 2) (Goal 4, Action 1)

* Continue to work with the CTE Advisory Board to expand CTE pathways (Completer series) and course offerings and solicit input from industry experts and community partners.

* An enhanced communication system will be researched and developed to provide parents with academic and attendance updates in a timely manner. (Parent Portal with the new SIS system). (This action will be listed under LCAP Goal 3 Operational Excellence)

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

School attendance rates

18-19

90 percent attendance rate at all schools

Baseline

Community 80.7 percent

Monarch 88.8 percent,

SPA 93.7 percent

Metric/Indicator

Chronic absenteeism

18-19

Will decrease by 3 percent from previous year

Baseline

Community 49.5 percent

Monarch 48.2 percent, SPA

19.7 percent

Actual

Reporting year to date (Most recent data available) School Attendance Rates: Community School 81.97%, San Pasqual Academy 94%, Court School 97% and Monarch 88%. Two out of our four schools met the 90 percent attendance rate.

Reporting year to date (Most recent data available) Chronic Absenteeism Rates: Monarch 52.5%, San Diego County Community 58.7%, San Diego County Court 10.3% and San Pasqual Academy 22.7% JCCS maintained the chronic absenteeism rates.

Expected

Actual

Metric/Indicator

Targeted professional development for classified support staff to support therapeutic learning environments

18-19

Increase from baseline by 10 percent

Baseline

2016-17 Baseline PD

Total Staff CSEC 61

Gang Awareness 62

Special Ed 68

Restorative Practices 66

Restorative Justice 62 Trauma Informed Care 62 English Learner (CA PD) 22

Classified staff were included with the "All Staff" In-services (2 days in August and 1 in January). In previous years they were not allowed due to contract language. This issue was changed this year. Due to these changes the numbers far exceeded the goal to increase professional development for classified staff by 10%. This goal was clearly met. Other targeted training for classified staff:

EL and ELD support 66

Assessment support 22

Operational Excellence (Back to Basics) 228

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Monitor, refine, and adjust the implementation of systems and structures to effectively increase student agency	The Student and Family Engagement (SAFE) Team, consisting of school counselors, student transition technicians, parent and family liaisons, and school social worker meets twice a month to align services, coordinate communication, and engage in professional learning.	Assessment Technician & Assessment Support Staff Salaries and Benefits Not Applicable Not Applicable Not Applicable	Assessment Technician & Assessment Support Staff Salaries and Benefits 2000-3999: Classified Personnel Salaries & Benefits Supplemental and Concentration \$260,900
Transition to a semester grading system	Transition to a semester grading system did not happen. We will discontinue this action.	Student Support Specialists Salaries and Benefits 2000-3999: Classified Personnel Salaries & Benefits Supplemental and Concentration \$265,985	Student Support Specialists Salaries and Benefits 2000-3999: Classified Personnel Salaries & Benefits Title I \$337,495
Train staff, students, and parents in accessing and using data management system, including Student Support Specialists			

Use assessment and monitoring information to inform the development of a Multi-Tiered System of Support, including both academic and social-emotional learning, to meet the needs of all students

Use assessment and monitoring information to inform the development of a Multi-Tiered System of Support, including both academic and social-emotional learning, to meet the needs of all students

Student self monitoring was supported and encouraged through:
An enhanced student enrollment process which includes a personalized learning plan, Journeys College/Career Readiness Survey, credit assessment, and interest survey.
(This includes transition planning)

Taking steps to build a more data informed culture by providing teachers with state testing results, interim assessment results, ELD/ELPAC assessment results, and EL reclassification data.

Next steps are to implement a system that provides parents and students better access to assessment and academic progress.

Student self-monitoring was supported and encouraged through:
An enhanced student enrollment process which includes a personalized learning plan, Journeys College/Career Readiness Survey, credit assessment, and interest survey.
(This includes transition planning).

We took steps to build a more data informed culture by providing teachers with state testing results, interim assessment results, RenLearn Reading/Math results, ELD/ELPAC assessment results, and EL reclassification data.

Greater access to assessment results has enhanced our multi-tiered system of support (MTSS) for all students and improved teacher ability to target and guide instruction.

SDCOE-IT department is currently researching, surveying and conducting a needs assessment to purchase a new Student Information System (SIS) for JCCS and SDCOE. The goal of the new SIS will be to improve student services, data management, student transition, credit accumulation, transcripts creation and attendance monitoring. Criteria for the new SIS will include the parent portal and automated communication system requested by parents during our LCAP community Forums.

Student Support Specialists Salaries and Benefits 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$40,000

Consultant Contracts PROMIS & Illuminate 2000-3999: Classified Personnel Salaries & Benefits Title I \$343,837

2000-3999: Classified Personnel Salaries & Benefits Title I \$612,176

Student Support Specialists Salaries and Benefits 2000-3999: Classified Personnel Salaries & Benefits Title I \$496,868

Consultant Contracts PROMIS & Illuminate 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$37,330

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Review and refine bell schedules and master schedules to ensure opportunity and access	The central office reviewed all JCCS bell schedules and instructional minutes to ensure that we met California Education Code Regulations.	Lead Registrar Salaries and Benefits 2000-3999: Classified Personnel Salaries & Benefits Supplemental and Concentration \$104,049	Lead Registrar Salaries and Benefits 2000-3999: Classified Personnel Salaries & Benefits Supplemental and Concentration \$100,765
Provide professional learning support for administration, counselors and teachers to ensure aligned and appropriate grading	Strengthened procedures and policies for course coding. Professional learning and support for administration, counselors and teachers was provided and is ongoing.	2000-3999: Classified Personnel Salaries & Benefits Title I \$110,330	
Expand submission for UC courses of study approval	Designing clearly articulated approach to student placement and scheduling.		
Catalogues and descriptions were updated as part of a continuing process.	Course catalogs and descriptions were updated as part of a continuing process.		
Enhance student access to a rigorous and culturally relevant curriculum and instructional program that is supported by the following: Conducting transcript analysis and audits Strengthened procedures and policies for course coding Designing clearly articulated approach to student placement and scheduling Increased personalized learning opportunities and college/career readiness.	Professional learning and compliance meetings were conducted regularly, i.e., all staff orientation days, back to basics meetings, monthly AIM meetings, bi-weekly SAFE team meetings and mid-year all staff in-services and monthly independent study teacher compliance meetings. Transcript monitoring is supervised by the central office registrar and site-embedded counselors and registrars.		

JCCS maintained the same number of a-g courses in the course catalog but increased the number of elective courses and added 6 new reading and math intervention courses. We now have twenty-three VAPA courses offered in the JCCS course catalog.

We will continue to monitor and expand our course offering in the 2019-2020 school year.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to implement a coherent system for recording and monitoring student attendance to ensure increased student attendance, adjust as necessary	<p>JCCS continues to implement a coherent system for recording and monitoring students to ensure increased student attendance by having meetings/trainings to ensure that parents, teachers, principals and classified staff have the latest data on their student's attendance:</p> <p>Monthly Attendance Improvement Management (AIM) meetings where attendance clerks and other classified staff review and analyze attendance data.</p> <p>School Site training consist of teachers, counselors and classified staff reviewing and discussing their sites chronic absenteeism and suspension rates.</p>	Attendance Support Staff Salaries and Benefits 2000-3999: Classified Personnel Salaries & Benefits Supplemental and Concentration \$208,410	Attendance Support Staff Salaries and Benefits 2000-3999: Classified Personnel Salaries & Benefits Supplemental and Concentration \$204,552

Coffee with the principals meetings consist of parents and staff meeting to discuss the correlation between chronic absenteeism and educational success. During this meeting we review and discuss their student's attendance, and handout resources/tools to promote attendance.

Monthly Leadership meetings consist of leadership receiving updates and review data reports on suspension and chronic absenteeism. Leadership members also review data results from the dashboard and analyze their school site data.

Implementing an automated attendance and letter writing system to notify parents and improve student attendance rates.

We are in the process of working with the division of Student Support Services to improve student attendance (I.E., a County SARB) to reduce suspensions and chronic absenteeism rates.

Continue to implement and enhance our system for recording and monitoring student attendance to ensure increased student attendance and reduce Chronic absenteeism.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Revised our structures for monitoring LCAP goals and Operational Excellence (LCAP Goal 3) by expanding our MTSS Leadership Team. Members of the MTSS Leadership (now called the District Equity Leadership Team or DELT), includes staff from; classified, certificated, JCCS management, and staff from the division of Student Support Services (SSS). The MTSS/DELT leadership team monitors the implementation of our system of supports along with equity issues, resources and data analysis.

Hired a new Coordinator for JCCS Operations to organize our business, purchasing, educational technology, monitor contracts and operational systems.

Designed and implemented a new employee on-boarding process in partnership with SDCOE Human Resources department (HR). New employees now have the benefit of a blended overview process with a video-streaming curriculum and a direct coaching/on-boarding process with our Coordinator of Operations.

Continued to transition our community schools from a primarily independent-study based model to a seat based model to support each student with an increase of instructional minutes and provide additional supports.

We enhanced our process for monitoring master schedules and site-based bell schedules that are in compliance with state law in terms of required number of minutes for full credit.

We established an Attendance Improvement and Management Team (The AIM Team) to identify and address factors contributing to chronic absenteeism, including school suspension rates.

Designed a system to improve student agency and self-monitoring through the following:

A new student personalized learning plans (PLPs) that includes Individual assessments for college and career readiness (Journeys)

A student credit history and status report (graduation status reviews)

A Career Technical Education (CTE) interest assessment and monitoring

A computer-adaptive K-12 reading and math assessment (Renaissance) to be used as diagnostic and for progress monitoring

The Development of transition plans for students in Court Schools (education plan for reentry)

Post-secondary experiences and exposure, including concurrent enrollment and college recruitment tours

School transition technicians, counselors and other support staff (PFLs) meet with students to provide resources and information to assist students with their transition back to district of residence. Transition meetings may also include information and support for college/career planning and other supports. For expelled students, a review and monitoring of progress towards their completion of re-entry plans.

We implemented an online transcript request system to improve communication with partner districts. We are also regularly analyzing transcripts, student schedules, and course offerings to ensure rigorous course offerings and zero duplication of courses.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Two out of our four programs met the goal of 90% or better attendance rate. The two other programs were within 2% and 8.3% of reaching the goal of 90%.

School Attendance Rates:

Community School 81.97%,
San Pasqual Academy 94%,
Court School 97%
Monarch 88%.

JCCS maintained the chronic absenteeism rates from the 2016-2017 baseline year. This is considered a positive trend with a majority of our independent study based programs switching to a seat-based instructional model.

Chronic Absenteeism Rates for 2017-2018:

Monarch 52.5%,
San Diego County Community 58.7%,
San Diego County Court 10.3% and
San Pasqual Academy 22.7%

Compliance and monitoring systems were developed and implemented including site-based coaching and inspections. Central office staff conducted audits that showed improvements in student enrollment documentation and required reporting. Back-to-Basics professional development offerings and other compliance trainings were attended by 98% of our support staff.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 3, Actions 1, 2 and 3 have no material differences between the Budgeted Expenditures and Estimated Actual Expenditures.

However, Student Support Specialists Salaries and Benefits cost was reassigned between Title I-Part A and Part D per these positions' new assignments.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

LEA determines the effectiveness of actions and services including any change ideas or revisions/refinements to future actions and services. Student expected outcomes will be measured by local assessments, California State Dashboard results and Local Indicator results.

SDCOE-IT department is currently researching, surveying and conducting a needs assessment to purchase a new Student Information System (SIS) for JCCS and SDCOE. Stakeholder input at LCAP Community Forums and Parent surveys indicated a need for improved communications between our schools, teachers and parents/guardians so that parents/guardians can be more aware of how their child is doing in school (grades, attendance, etc.). (Parent/Student Portal) (Goal 3, Action 1)

We are revising our staff handbook to include a clear/coherent system for taking, monitoring, and reporting attendance. (Goal 3, Action 1). The approval of the staff handbook was delayed last year due to ongoing contract negotiations. Revisions for the 2019-2020 staff handbook are currently on schedule.

The DELT team, JCCS admin and support staff are monitoring student attendance data and developing improvement plans (See CSI monitoring section page 2) The AIM team and the administrator for student data and achievement are conducting workshops to raise awareness regarding the impact of chronic absenteeism on students' futures as well as what parents can do to improve student attendance. (Goal 3, Action 3)

We are enhancing our Multi-Tiered Systems of Support (MTSS) that will capture data around absenteeism/chronic absenteeism and establish tiered interventions for supporting improved student attendance and connectedness to school. (Goal 3, Action 1)

We applied for and received an ASSETS grant to provide after-school programming for students in Court Schools and the Monarch school. After-school programming will include offerings related to academic intervention and enrichment, visual and performing arts, and physical education. (Goal 4, Action 6)

We will continue to expand career pathways and CTE course offerings to improve career readiness, student connectedness to school, and a positive school culture. (Goal 4, Action 7)

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
 Priority 10: Foster Youth – COEs Only (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Middle school dropout rates

18-19

Maintain 0 percent middle school dropouts

Baseline

0 percent middle school dropouts

Reporting year to date (Most recent data available) 0 middle school dropouts

Middle School dropout rates were not calculated for county offices.

Metric/Indicator

High school dropout rates

18-19

Maintain 0 percent

Baseline

2015-16 baseline

Reporting year to date (Most recent data available) Dropout Rates:

* Note, This is the first year of posted dropout rates for county offices.

Monarch 7 students - 30.43%

San Diego County Community 146 students - 45.48%

San Diego County Court 220 students - 75.34%

San Pasqual Academy 3 students - 11.11%

The DELT/MTSS and the transition team are monitoring dropout rates and analyzing students successful transition.

Expected

Metric/Indicator

High school graduation rates currently based on DataQuest. In subsequent years we will also calculate a rate that takes into account student mobility, at least until the new ASAM criteria are approved by SBC

18-19

Increase by 2 percent over previous year

Baseline

2015-16 baseline

All 19.9%

Monarch 56%

North Coastal 71.43%

Community 19.23%

Court 12.84%

San Pasqual 77.78%

Metric/Indicator

Pupil suspension rates

18-19

4 percent or less in all schools

Baseline

Community 5.2 percent,

Monarch 4.6 percent,

SPA 16.3 percent

Metric/Indicator

The number of expulsion incidents will continue to be at a level of 0.0 percent due to the nature of the county programs. SDCOE does not make a practice of expelling student, instead opting to refer students to other more appropriate school placement alternatives.

18-19

0

Baseline

0

Metric/Indicator

All JCCS students will experience successful transition into, through, and beyond JCCS schools.

Percentage of students meeting IEP goals and objectives

Actual

Reporting year to date (Most recent data available) JCCS Regular High School Diploma Graduates

287 students graduated with traditional high school diplomas

12 students graduated with a High School Equivalency Certificate (HiSET)

Monarch met the goal to increase by 2%. Community schools maintained and court, San Pasqual decreased by 2% and 14.82% respectively.

2017-2018 graduation percentages:

Monarch 65.22%

San Diego County Community School 19%

San Diego County Court 10.96%

San Pasqual Academy 62.96%

Monarch met the goal to increase by 2%. Community schools maintained and court, San Pasqual decreased by 2% and 14.82% respectively.

Reporting year to date (Most recent data available) JCCS Suspension Rates

Monarch 4.2%

San Diego County Community 10.8%

San Diego County Court 9.2%

San Pasqual Academy 35.1%

Reporting year to date (Most recent data available) The number of expulsion incidents will continue to be at a level of 0.0 percent due to the nature of the county programs. SDCOE does not make a practice of expelling student, instead opting to refer students to other more appropriate school placement alternatives.

Reporting year to date (Most recent data available) 31 of 53 students successfully met rehabilitation goals (5 graduated, 3 moved out of county, 2 transferred to a charter school, and 10 are continuing to work on requirements).

Expected

18-19

Will increase by 3 percent over baseline

Baseline

Baseline data will be established in 2017-18

Metric/Indicator

100 percent of districts within the county have a plan in conjunction with the San Diego County Office of Education provide educational services for all expelled students

Increase the number of expelled students meeting their goals in their rehabilitation plans by 10 percent from the previous year

18-19

Continue to monitor plan

Increase by 5 percent over the previous year

Baseline

Three- year plan was developed in May 2016. 100 percent of districts signed on

Establish baseline June 30, 2017

Metric/Indicator

100 percent of foster youth will be immediately enrolled and placed in appropriate courses per state and local statute.

Monitoring of positive and negative behavior incidents within classrooms where paraeducators are assigned.

Actual

100% of Davila School and North County Academy students made progress on IEP goals.
For Friendship School, the data on the percent of students meeting IEP goals is not available at this time. For future years, this metric will instead measure FAST score progression scores, which this year increased by 1.8%
Scores will be our new baseline.

None of the special education schools received any DINCs (Data Identified Non-Compliant).

100% of the 42 districts in San Diego County signed on to the Educational Plan for Expelled Students.

Reporting year to date (Most recent data available) 31 of 53 students successfully met rehabilitation goals. 5 of 53 were graduates (of the total, 3 moved out of county, 2 transferred to a charter school, and 10 are continuing to work on requirements). For the 48 qualifying students - 65% transitioned successfully.

Reporting year to date (Most recent data available)
100 percent of Foster Youth were enrolled and placed in appropriate courses per state and federal statute,

In 2019-2020 we will be adding PBIS- (Positive Behavior Intervention and Support) and a monitoring systems for behavior. Currently, there is not a system in place to accurately monitor positive and negative behavior incidents.

Expected

18-19
Continue to monitor and ensure compliance

Improvement over baseline

Baseline
In 2016--2017 all sites were 100 percent compliant

Establish baseline in 2017- 18 school year

Metric/Indicator
SDCOE will coordinate with San Diego county districts, charters and the Juvenile Court system to ensure there is process in place for the expeditious transfer of health/education records/passport and delivery of educational services for foster youth.

18-19
100 percent

100 percent

Baseline
100 percent of Foster Youth appropriately enrolled and placed

Coordination process with 100 percent of districts

Actual

100% of Foster Youth continue to be appropriately enrolled and placed

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Develop lab classrooms to model best practices

Continue to implement, review, and deepen application of Restorative Practices

Review and refine the allocation of academic and social/emotional supports

Provide professional learning to focus on de-escalation and crisis response strategies (cohort 2)

Continue to review and refine team practices

Model classrooms were not identified but educational best practices were developed. Principal walk-throughs and celebrations of best practices were identified and mentioned by principals in weekly bulletins.

We continued to implement, review, and deepen application of Restorative Practices and presented at all staff in-services Trauma Sensitive Schools (TSS) and TIP practices.

Developed a system to review and refine the allocation of academic and social/emotional supports, through weekly bulletins, weekly PL planners, monthly Leadership Teams and monthly DELT/MTSS Teams

Provide professional learning to focus on intervention through a multi-tiered system of support.

Regional teams called Regional Equity Leadership Teams (RELT), were implemented to help build capacity and refine team practices.

Teacher Substitutes & Extra Days Salaries and Benefits 1000-3999: Certified Personnel Salaries & Benefits Supplemental and Concentration \$632,761

Teacher Substitutes & Extra Days Salaries and Benefits 1000-3999: Certified Personnel Salaries & Benefits Supplemental and Concentration \$920,620

High School Athletics Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$6,000

High School Athletics Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$5,373

Contracted Services for High School Athletics 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$456,000

Contracted Services for High School Athletics 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$26,882

Student Bus Passes 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$425,000

Student Bus Passes 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$329,981

Action 2

Planned Actions/Services

Implement and expand comprehensive school guidance program across all sites.

Actual Actions/Services

Our School and Family Engagement Team (SAFE team) which includes counselors, social

Budgeted Expenditures

Counselors & Counselor Subs-- Extra Days Salaries and Benefits 1000-3999: Certified Personnel

Estimated Actual Expenditures

Counselors & Counselor Subs-- Extra Days Salaries and Benefits 1000-3999: Certified Personnel

Combined with Goal 4, Action 3 in 2018-19

work-interns, Parent Family Liaisons (PFLs) and Transition Technicians meet monthly with leadership to review the implementation of the counseling program in alignment with the ASCA standards/domains.

SAFE team also monitors students Personalized Learning Plans (PLPs), Journey college/career interests surveys, Renaissance Learn scores and course alignment.

A Head Counselor was chosen (prior to the start of 2018-2019) to provide leadership, guidance, and direction for the counseling program. The Head Counselor co-leads the SAFE team meetings and is also an active member on the DELT team.

We established a stronger partnership with Mobile Adolescent Services Team (MAST) to provide students with mental health support. This resource is available to parents and students upon transition into the JCCS school structure, this support continues to be provided to students upon transition back to their district of residence.

We also facilitate counseling interns to help us address students in receiving counseling services aligned with all 6 ASCA standards/domains.

Salaries & Benefits Supplemental and Concentration \$374,466

Student Transition Technicians Salaries and Benefits 2000-3999: Classified Personnel Salaries & Benefits Supplemental and Concentration \$471,836

Counselors Salaries and Benefits 1000-3999: Certified Personnel Salaries & Benefits Title I \$490,427

Counselors Salaries and Benefits 1000-3999: Certified Personnel Salaries & Benefits Title I \$519,653

Not Applicable 1000-3999: Certified Personnel Salaries & Benefits Locally Defined \$124,037

1000-3999: Certified Personnel Salaries & Benefits Title IV \$36,217

Salaries & Benefits Supplemental and Concentration \$356,940

Student Transition Technicians Salaries and Benefits 2000-3999: Classified Personnel Salaries & Benefits Supplemental and Concentration \$446,131

Counselors Salaries and Benefits 1000-3999: Certified Personnel Salaries & Benefits Title I \$381,415

Counselors Salaries and Benefits 1000-3999: Certified Personnel Salaries & Benefits Title I \$596,056

Counselors Salaries and Benefits 1000-3999: Certified Personnel Salaries & Benefits Other \$105,366

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Implement and expand comprehensive school guidance program across all sites.</p> <p>Action 3 incorporated into Goal 4, Action 2 in 2018-19.</p>	<p>(Last year we combined action 2 and 3)</p> <p>We have contracted with The Movement to provide support for academic development and SAT/ACT prep.</p> <p>School Counselors and Transition Technicians supported students with the completion of college applications, financial aid documents, and scholarship essays.</p> <p>We additionally hosted the Historically Black Colleges and University (HBCU) Tour.</p> <p>Hosted in partnership with LLS the Latino College Expo</p>	<p>Action 3 incorporated with Action 2 in 2018-19 Not Applicable Not Applicable Not applicable</p> <p>Not Applicable Not Applicable Not applicable</p> <p>Not Applicable Not Applicable Not applicable</p>	<p>Not applicable</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue professional learning, monitor impact, and adjust professional learning for the following year.</p> <p>Planning and collaboration to implement the EL Toolkit , developed by the SDCOE EL team, in support of Integrated and Designated ELD.</p>	<p>Classroom assistants, special education teacher aides, and independent study aides received professional development to support reteaching and acceleration of foster youth, expelled students, students re-designated as fluent English proficient, English learners, and</p>	<p>Classroom, ELD & IS Assistants for Community, Court and Monarch sites 2000-3999: Classified Personnel Salaries & Benefits Supplemental and Concentration \$2,873,009</p>	<p>Classroom, ELD & IS Assistants for Community, Court and Monarch sites 2000-3999: Classified Personnel Salaries & Benefits Supplemental and Concentration \$2,444,739</p>

students with disabilities within the classroom environment.

We additionally hired and trained English Language Development (ELD) Assistants to provide classroom support for English language acquisition. ELD assistants were trained in the new ELD standards and the new English Learner assessments (ELPAC Summative and ELPAC Initial assessments).

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Monitor, 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 and curriculum adoption.</p>	<p>In partnership with LLS and the Division curriculum committee, we designed and began implementation of high quality integrated ELD instructional practices in alignment with the CI&A professional learning plan, the ELD road-map, our own integrated ELD toolkit, the CA ELA/ELD Framework, CA Common Core Standards, and our ELA/ELD curriculum map, Units of Study, and benchmark assessments. Professional learning included ELA and SPED teachers attending 5 full-day PLs to learn how to facilitate our new units of study using integrated ELD teaching practices. Paraprofessionals were also trained on how to support the</p>	<p>Not Applicable Not Applicable Not Applicable Not Applicable</p>	<p>Not applicable</p>

integration of ELD in all courses/classrooms.

Applied for and earned SDCOE board approved and CDE approval to award students the Seal of Biliteracy.

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Monitor and continue instructional support and wraparound services at San Pasqual Academy (SPA).</p> <p>Continue to identify and support foster youth at all schools as they integrate and transition through our school programs.</p>	<p>Continued the monthly San Pasqual advisory committee that is chaired by the President of the SPA Board of Directors and attended by the Executive Director, Senior Director, school principal, Director of New Alternatives, County Council, and Diego County Health and Human Services, Court Appointed Special Advocates, Probation, and the presiding Juvenile Court Judge.</p> <p>Monitor and continue instructional support and wraparound services at San Pasqual Academy.</p> <p>Continued to identify and support foster youth at all schools as they enroll and transition through our school programs.</p>	<p>Teachers & Teacher Substitutes & Extra Days at SPA site 1000-3999: Certified Personnel Salaries & Benefits Supplemental and Concentration \$164,054</p> <p>Classroom, ELD & IS Assistants at SPA site 2000-3999: Classified Personnel Salaries & Benefits Supplemental and Concentration \$107,275</p> <p>Supplemental Books/Materials & Supplies/Equipment at SPA site 4000-4999: Books And Supplies Supplemental and Concentration \$6,000</p> <p>Professional Services/Consultants at SPA site 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,050</p> <p>5000-5999: Services And Other Operating Expenditures Title I \$50,618</p>	<p>Teachers & Teacher Substitutes & Extra Days at SPA site 1000-3999: Certified Personnel Salaries & Benefits Supplemental and Concentration \$158,395</p> <p>Classroom, ELD & IS Assistants at SPA site 2000-3999: Classified Personnel Salaries & Benefits Supplemental and Concentration \$48,536</p> <p>Supplemental Books/Materials & Supplies/Equipment at SPA site 4000-4999: Books And Supplies Supplemental and Concentration \$2,267</p> <p>Professional Services/Consultants at SPA site 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$19,475</p>

5000-5999: Services And Other Operating Expenditures Title IV \$1,078

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue to increase integrated CTE pathways and course offerings to provide equitable access for all JCCS students.</p>	<p>Submitted a application to increase integrated CTE pathways and course offerings to provide equitable access for all JCCS students.</p> <p>CTE program administrator developing the series of introductory, intermediate and capstone/advanced courses. Courses have been submitted in spring of 2019 and will be implemented in the 2019-2020 school year.</p>	<p>CTE Supervisor and Instructors Salaries and Benefits 1000-3999: Certified Personnel Salaries & Benefits Supplemental and Concentration \$314,292</p> <p>CTE Program Books/Materials/Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$82,200</p> <p>CTE Program Professional Services/Consultants 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$92,025</p> <p>6000-6999: Capital Outlay Supplemental and Concentration \$45,000</p>	<p>CTE Supervisor and Instructors Salaries and Benefits 1000-3999: Certified Personnel Salaries & Benefits Supplemental and Concentration \$490,441</p> <p>CTE Program Books/Materials/Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$97,838</p> <p>CTE Program Professional Services/Consultants 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$68,981</p>

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Not Applicable</p> <p>Action 3 incorporated into Goal 3, Action 1 in 2017-18.</p>	<p>We 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 	<p>Cost included in Goal 3, Action 1 (transition plan)</p>	<p>Not Applicable Not Applicable Not Applicable</p>

- 504 plans
- Placements

We 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.

We continue to expand our offering of trainings for JCCS and special education staff regarding how to share information, as well as understanding IEPs and 504s to ensure appropriate student placement.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We took steps to strengthen our Regional Model (added support staff, instructional coaches etc.) to improve communication and collaboration with districts, community based organizations, and the community at large (probation, law enforcement, county health and human service agencies) in order to positively impact our students and their families, particularly our at-risk, expelled, EL Students, homeless and foster youth.

We provided professional learning on Trauma Sensitive Schools (TSS)/Trauma Informed Practices (TIP) to staff as well as some students, probation officers and parents to develop universal awareness, common language, and ownership.

We improved our students' college readiness and ease of transition to college through an intentional, focused efforts of our SAFE team; counselors, transition techs and PFLs. JCCS administration worked to strengthen partnerships with local community colleges, which is leading to increases in concurrent enrollment, admissions, access, and supports.

We expanded our contracts with the National College Resource Foundation to provide our students with access to college readiness tutoring (via the Movement Enrichment Program) focused primarily on math, language development, mentoring, and college and career planning such as FAFSA completion, college application support, SAT/ACT prep, etc..

We have trained our teachers on the CPI Model (Crisis Prevention Institute, a nonviolent crisis intervention) via a trainer of trainers model in which a core group of our teachers served as the trainers.

Increased our partnership with Project AWARE to provide direct training to students in our Court and Community Schools in the areas of Restorative Practices, and emotional literacy.

Implemented bi-monthly meetings between with the SAFE team and district leadership to enhance supports/program alignment with the ASCA standards/domains.

We hired a Head Counselor to provide leadership, guidance, capacity development, and direction for the counseling program.

Strengthened the partnership and the coordination of Mobile Adolescent Services Team (MAST) services to ensure our students have greater access to mental health services.

We participated in the Historically Black Colleges and Universities (HBCU) Tour, serving on the planning committee and ensuring attendance of students from all four of our programs and co-hosted the Latino College Expo (student tours).

Expanded our work with SDCOE's Student Support Services to place social work interns from local universities in all regions of our Community Schools to provide social/emotional support to our students and their families.

Partnered with all 42 partnering San Diego school districts to fully implement the countywide expulsion plan and to improve student transition to JCCS schools. The improved communication with districts has also helped students meet their rehabilitation plan goals to ensure a smooth transition back to their district of residence.

We contracted with LLS to assist with training English Language Development (ELD) Assistants to provide classroom support for English language acquisition. ELD assistants were trained in the new ELD standards and the new English Learner assessment. (ELPAC Summative and ELPAC Initial assessments).

In partnership with LLS and our ELA/ELD Division Curriculum Committee, we have developed an Integrated ELA/ELD Curriculum that will strengthen universal supports for all students, particularly our English Learners and Students with IEPs (SPED). This same committee also identified an evidence-based instructional framework that brings to the forefront differentiation and integrated English language development (Integrated ELD) and will strengthen instructional support for our English Learners and SPED Students. 5 Units of Study/Curriculum Maps/Benchmark assessments were developed and implemented.

Utilized the Scale-Up MTSS grant that was won during 2018 to expand our Multi-Tiered System of Support (MTSS) to all JCCS sites. MTSS tiered interventions ensures universal academic and school culture (behavior, social-emotional) supports for all of our students. The grant provided additional training to help staff monitor student data and provide additional support/intervention to help students succeed and become college/career ready.

Our district leadership participated in a number of strategic partnership meetings aimed at strengthening/coordinating supports for our foster youth students: SPA Advisory, Transition Task Force, Dependency Policy Group, and the Georgetown/Blue-Ribbon Task Force.

Continued 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.

Expanded our CTE advisory board to provide direction and over-site for the JCCS CTE program to expand CTE pathways and course offerings in all four of our programs.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We trained 203 out of 290 JCCS teachers on the CPI Model. 100% of teachers will be trained by June 30, 2019.

2017-2018 There were 0 middle school dropouts

2017- 18 Dropout Rates:

* Note, This is the first year of posted dropout rates for county offices.

Monarch 7 students - 30.43%

San Diego County Community 146 students - 45.48%

San Diego County Court 220 students - 75.34%

San Pasqual Academy 3 students - 11.11%

Dropout rate calculations were not posted for schools that are operated by County Offices of Education in the past because of constrains in interpreting these calculations with high mobility schools. Caution must also be used when calculating or analyzing dropout rates for other schools with high mobility including alternative schools, dropout recovery high schools, or schools eligible for Dashboard Alternative School Status (DASS). Rates appear high due to dropout calculations being specifically for students listed as 12th graders based on age. For 2019-2020 the CDE is allowing DASS school to decide on the criteria for 12th grade status based on credit completion.

The DELT/MTSS and transition team are monitoring dropout rates and analyzing students successful transition.

2017-2018 There were 376 high school dropouts from all 4 JCCS programs

2017-2018 287 students graduated

2017-2018 12 students graduated with a High School Equivalency Certificate (HiSET)

2017-2018 Student suspension rate was 5.8% with 31% of those students having multiple suspensions

2017-2018 31 of 53 students successfully met rehabilitation goals (5 graduated, 3 moved out of county, 2 transferred to a charter school, and 10 are continuing to work on requirements).

100% of Foster Youth continue to be appropriately enrolled and placed in JCCS programs

100% of Foster Youth students were enrolled and placed in appropriate courses per state and local statute

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 4, Actions 2, 3, 4, 5 and 6 have no material differences between the Budgeted Expenditures and Estimated Actual Expenditures.

The following Actions in Goal 4 have material differences between the Budgeted Expenditures and Estimated Actual Expenditures:, Action 1 estimated actual expenditures are higher than projected in 2018-19 by \$413,714 or 48%. This due to higher substitute teacher cost.

Action 7 estimated actual expenditures are higher than projected in 2018-19 by \$83,596 or 15%. This due to higher than projected salaries and benefits, books/materials/supplies and professional services/consultants cost.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

LEA determines the effectiveness of actions and services including any change ideas or revisions/refinements to future actions and services. Student expected outcomes will be measured by local assessments, California State Dashboard results and Local Indicator results.

We will be implementing a multi-tiered system of supports (MTSS) that will include universal supports for academics and behavior as well as data-informed academic and school culture (behavior, social-emotional) supports/interventions for students who need them. Universal supports for school culture will be based on trauma-informed practices (our lens), restorative practices (our approach), and PBIS (our framework).

Our staff will need additional training in trauma-informed practices and PBIS (a framework for tiered school culture supports). our instructional framework/practices for universal academic supports (Teaching and Learning Cycle), and our instructional framework/practices for supplemental and intensive supports in reading and math. (Goal 1, Action 6)

We will be implementing the California Seal of Biliteracy for all qualifying EL students (Goal 4, Action 5)

We will be implementing a new Integrated ELA/ELD Curriculum (refer to Goal 1).

We will continue to expand CTE pathways and course offerings. (Goal 4, Action 7)

We will be expanding and updating the MTSS/Policy Equity Leadership Team to District Equity Leadership Team (DELT) and Regional Equity Leadership Team(s) (RELT) to analyze disaggregated data for students who are at risk, expelled, English Learners, and foster youth in order to inform improvements we can make to better prepare students to succeed in college and career. A new action will be added to the LCAP for this work (Goal 3, Action 1 and Goal 1, Action 6).

Actions 2 and 3 will be combined since they address the same strategies.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The LEA consults with the Data Institute, DA Study sessions, and Root Cause / Chartering Institute as part of the planning process for the LCAP/Annual Review and Analysis.

Throughout the 2018-2019 school year ongoing LCAP updates and were presented at a variety of locations. These included:

Regularly scheduled meetings of the San Diego County Board of Education. Status updates were provided on the Local Indicators, status, Goals, Actions and Services, as well as the Expected Annual Measurable Outcomes

The District English Learner Advisory Committee (DELAC) and District Advisory Committee (DAC) meetings in February, March and April 2019 received updates and their input was solicited for LCAP development.

School Site Council (SSC) meetings at each site included information on the LCAP goals and how they are connected to the sites and the actions in the SPSAs.

Eight LCAP Community Forums were held during the month of January, 2019. Representatives from all stakeholder groups, parents of unduplicated- students, students (11), parents (66), staff (including certificated and classified) (36), Administrators (16) and community/partners (17) participated in the forums. Stakeholders from Special Education schools also attended.

LCAP Community Forums were held at:

January 15, 2019 for the SOAR Academy at SDCOE Annex B

January 16, 2019 at San Pasqual Academy (Foster Youth stakeholders present).

January 22, 2019 at Metro Region (37ECB)

January 28, 2019 at Monarch

January 29, 2019 at North Region (NCREC)

January 30, 2018 at East Region (ECREC)

January 31, 2019 at South Region-Two sessions (SCREC)

Staff and administrative meetings:

Information on the development of the LCAP and how the Goals, Actions/Services and Outcomes impact the schools was shared with administrators and principals. Principals then shared that information with classified and certificated staff at each site, including Special Education sites. LCAP highlights and priorities were also shared with the union leadership. JCCS leadership and San Diego County Office of Education union leadership scheduled monthly meetings to discuss issues, review the LCAP goals and gather LCAP related feedback.

Parent and Student Input:

Surveys were administered to parents and students at the Community Forums, and student surveys were administered through the sites in March 2019. 325 student surveys were returned.

For Davila, Friendship and North County Academy the Community Advisory Committee meets monthly and each site has a Parent Advisory Committee where input is solicited. Parent input into program needs also comes through IEP meetings.

The LCAP Leadership Team met approximately every two weeks, starting in December to plan and implement the LCAP revision process and the Stakeholder Engagement process. The leadership team, in conjunction with several principals reviewed the responses gathered at the Community Forums to find which specific themes and ideas emerged, and then those were compared to the survey results to get overall priorities and next steps.

The public hearing for the LCAP occurred on May 13, 2019.

Board Adoption occurred June 12, 2019

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Several themes were found that arose frequently across all stakeholder groups. Additionally, the LEA incorporates the thinking and themes that emerged from the Data Institute, Study Sessions and Root Cause/Chartering Institute which contributed to the additions / revisions of LCAP goals, actions and services.

There is a need for more Career Technical Education to help students see the link between their education and postsecondary success. This will be addressed in Goal 1 Action 4, and Goal 4, Action 7.

Continue to build a school climate that is culturally relevant, trauma informed, safe, and engaging for students. Actions to support this are found in Goal 4, Action 1

Continue to explore ways to improve communication systems, especially with parents. See Goal 2, Action 2

Improve attendance tracking and reporting, including consistent ways to track attendance, grades, behavior, transitions, etc. across the system. See Goal 3, Action 3

Building a system of support for all students, which will primarily be addressed through MTSS, which is found in Goal 1 , Action 6 and Goal 3, Action 1.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

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 Renaissance Learning Reading and Math assessments and the CAASPP. 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 students who are English learners in making adequate progress and students with disabilities in making academic progress.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Appropriately credentialed and assigned teachers	90 percent of teachers are appropriately credentialed and assigned.	100 percent of teachers are appropriately credentialed and assigned.	100 percent of teachers are appropriately credentialed and assigned	100 percent of teachers are appropriately credentialed and assigned

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student access to instructional materials and supplies	100 percent of students have access to board-adopted materials and instructional supplies	100 percent of students have access to board adopted materials and instructional supplies as evidenced by SARC data and board instructional materials sufficiency resolution	100 percent of students have access to board-adopted materials and instructional supplies as evidenced by SARC data and board instructional materials sufficiency resolution	100 percent of students have access to board-adopted materials and instructional supplies as evidenced by SARC data and board instructional materials sufficiency resolution
Percentage of students completing "a--g" course requirements *The school does not have sufficient data to calculate percentages. For this metric the district will report on the number of students completing "a--g" courses	796 students completed "a--g" courses as of May 28, 2017	800 students completing "a-g" courses. 110 foster youth students 275 English learners completing "a-g" courses	Year to Date: 676 students completing "a-g" courses 64 students who are foster youth completing "a-g" courses 212 students who are English learners completing "a--g" courses	875 students completing "a--g" courses 125 students who are foster youth completing "a-g" courses 212 students who are English learners completing "a-g" courses
Implementation of academic content and performance standards	Based on fall 2016 learning walk data: 55 percent of tasks were mostly/significantly aligned with grade--level standards 84 percent mostly/significantly or somewhat aligned	Increase percentage of tasks aligned by 5 percent each year	Increase percentage of tasks aligned by 5 percent each year	Increase percentage of tasks aligned by 5 percent each year
The percentage of students who are English learners provided access to the	Establish baseline in 2017--18	Baseline Baseline not established. This metric to be discontinued.	Discontinued	Discontinued

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
state standards and English language development (ELD) standards as measured by placement at registration centers Reclassified Fluent English Proficient (R-FEP), Long-term English learners (LTEL), English learners (EL) only				
Percentage of students who are English learners making progress toward English proficiency as measured by the CELDT.	54.9 percent of students who are English learners made annual progress in 2016--17	60 percent of ELs making annual progress Establish a separate baseline for LTEL annual progress	68 percent of ELs making annual progress on the local measure; ELPAC baseline to be established. LTEL – baseline will not be calculated separately	75 percent of ELs making annual progress as measured by ELPAC.
English Learner reclassification rate	As of April 1, 2017, 4 percent of students who are English learners have been reclassified in 2016-17	3 percent growth over baseline	4 percent growth over previous year	5 percent growth over previous year
The percentage of pupils who have passed an Advanced Placement (AP) examination with a score of three or higher.*	0 percent -- No students completed online AP courses during the 2016-17 school year	1 percent growth over baseline	1 percent growth over baseline	1 percent growth over baseline

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>The percentage of pupils demonstrating college preparedness as measured by the Early Assessment Program (EAP)*</p> <p>*This measure will utilize 11th-grade student performance on California Assessment of Student Performance and Progress (CAASPP)</p>	<p>ELA overall- 5 percent; math overall- 3 percent</p> <p>Due to small performance percentages, baseline has not been set for gap-closing metrics for sub-categories. As performance increases, gap-closing metrics will be established for</p> <p>English learners African American student group Homeless youth Foster youth</p>	<p>3 percent growth over the baseline</p> <p>Gap closing metrics for:</p> <p>English learners African American student group Homeless youth Foster youth R-FEP</p>	<p>3 percent growth over the baseline</p> <p>Gap-closing metrics for:</p> <p>English learners African American student group Homeless youth Foster youth R-FEP student group</p>	<p>3 percent growth over the baseline</p> <p>Gap-closing metrics for:</p> <p>English learners African American student group Homeless youth Foster youth R-FEP student group</p>
<p>Student enrollment in a broad course of study as measured by report cards (K--6) and the 8--12 grade master schedules demonstrating all students have access to all required courses, including unduplicated students and students with exceptional needs</p>	<p>Monarch 100 percent SPA 100 percent Community 94.76 percent Court 96.73 percent</p>	<p>100 percent enrollment in UC "a--g" courses at all schools</p>	<p>100 percent enrollment in UC "a--g" courses at all schools</p>	<p>100 percent enrollment in UC "a--g" courses at all schools</p>
<p>School facilities maintained and in good repair</p>	<p>100 percent of sites have exemplary rating on Facilities Inspection Tool</p>	<p>100 percent of sites have exemplary rating on Facilities Inspection Tool</p>	<p>100 percent of sites have exemplary rating on Facilities Inspection Tool</p>	<p>100 percent of sites have exemplary rating on Facilities Inspection Tool</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Other pupil outcomes: Students concurrently enrolled in community college classes</p> <p>District-wide there will be a 5 percent increase in the percent of students achieving at the level of “Standard Met” or “Standard Exceeded” on the ELA CAASPP based on the 2014--15 baseline results.</p> <p>Each of the unduplicated student groups and students with disabilities will demonstrate greater than 5 percent growth in achieving at the level of “Standard Nearly Met” or “Standard Met” as measured by ELA CAASPP, according to 2016--17 scores.</p>	<p>Based on the 2015--16 CAASPP results, 7 percent met or exceeded standard in ELA and 2 percent in math.</p>	<p>Baseline plus 5 percent</p>	<p>Baseline plus 5 percent</p>	<p>Increase the percentage of students concurrently enrolled in community college courses by 5% over the prior year</p> <p>CAASPP Baseline plus 5 percent</p>
<p>District-wide there will be a 5 percent increase in the percentage of students achieving at the level of “Standard Met” or “Standard Exceeded” on the math CAASPP.</p>	<p>Based on the 2015-16 CAASPP results 2 percent of students tested met or exceeded standards in math.</p>	<p>Baseline plus greater than 5 percent</p>	<p>Baseline plus greater than 5 percent</p>	<p>Baseline plus greater than 5 percent</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Each of the unduplicated student groups, and students with disabilities will demonstrate a 10 percent growth in students achieving at the level of “Standard Nearly Met” or “Standard Met” as measured by math CAASPP, according to 2016--17 scores.</p>				

Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action	Modified Action	Modified Action
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2017-18 Actions/Services

Implement base instructional program to include:
 * Appropriately credentialed and assigned teachers
 * Sufficient adopted materials for all courses
 * Identify selection committee to pilot instructional materials in ELA/ELD)
 * Safe, clean, and orderly school facilities including food services for applicable sites

2018-19 Actions/Services

* Continue same as 2017-2018 school year
 * Sufficient adopted materials for all courses
 * Pilot materials for ELA/ELD
 * Continue same as 2017-2018 school year

2019-20 Actions/Services

* Continue same as 2018--19 school year.
 * Identify selection committee (DCC) and adopt materials for instructional materials for Math
 * Continue to pilot, and then adopt materials for ELA/ELD
 * Identify selection committee (DCC) to pilot materials for Next Generation Science Standards (NGSS) and history/social science.
 * Continue same as 2018-2019 school year

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,456,681	\$2,904,891	\$3,129,120
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-3999: Certified Personnel Salaries & Benefits School Teachers and Nurse for Court, Community and Monarch School Salaries and Benefits	1000-3999: Certified Personnel Salaries & Benefits School Teachers and Nurse for Court, Community and Monarch School Salaries and Benefits	1000-3999: Certified Personnel Salaries & Benefits School Teachers and Nurse for Court, Community and Monarch School Salaries and Benefits

Amount	\$538,847	\$652,599	\$705,771
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-3999: Classified Personnel Salaries & Benefits Food Services Supervisor and Workers Salaries and Benefits	2000-3999: Classified Personnel Salaries & Benefits Food Services Supervisor and Workers Salaries and Benefits	2000-3999: Classified Personnel Salaries & Benefits Food Services Supervisor and Workers Salaries and Benefits
Amount	\$283,000	\$289,500	\$201,763
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Staff Computer Refresh and Classroom's Books/Material/Supplies	4000-4999: Books And Supplies Staff Computer Refresh and Classroom's Books/Material/Supplies	4000-4999: Books And Supplies Staff Computer Refresh and Classroom's Books/Material/Supplies and Textbook Adoption
Amount	\$431,500	\$62,000	\$172,400
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Food Services Sub-agreement Contracts and Maintenance Repair	5000-5999: Services And Other Operating Expenditures Food Services Non-Reimbursable Sub-agreement Contracts and Maintenance Repairs	5000-5999: Services And Other Operating Expenditures Food Services Non-Reimbursable Sub-agreement Contracts and Maintenance Repairs
Amount	Not Applicable	\$292,000	\$510,000
Source	Not Applicable	NSLP	NSLP
Budget Reference	Not Applicable Not Applicable	5000-5999: Services And Other Operating Expenditures Food Services Reimbursable Sub-agreement Contracts and	5000-5999: Services And Other Operating Expenditures Food Services Reimbursable Sub-agreement Contracts
Amount	Not Applicable	\$161,702	\$272,795
Source	Not Applicable	Restricted Lottery	Restricted Lottery
Budget Reference	Not Applicable Not Applicable	4000-4999: Books And Supplies Textbook Adoption	4000-4999: Books And Supplies Textbook Adoption

Amount	Not Applicable	Not Applicable	\$668,838
Source	Not Applicable	Not Applicable	Title I
Budget Reference	Not Applicable Not Applicable	Not Applicable Not Applicable	5000-5999: Services And Other Operating Expenditures Supplemental Services: travel, graphics, Consultant Contracted Services, and Other paid by Title I- Part A&D
Amount	Not Applicable	Not Applicable	\$96,399
Source	Not Applicable	Not Applicable	Title II
Budget Reference	Not Applicable Not Applicable	Not Applicable Not Applicable	5000-5999: Services And Other Operating Expenditures Supplemental Books, Supplies and Services. Travel, graphics, Consultant Contracted Services, and Other paid by Title II
Amount	Not Applicable	Not Applicable	\$61,111
Source	Not Applicable	Not Applicable	Title III
Budget Reference	Not Applicable Not Applicable	Not Applicable Not Applicable	5000-5999: Services And Other Operating Expenditures Supplemental Books, Supplies and Services. Travel, graphics, Consultant Contracted Services, and Other paid by Title III
Amount	Not Applicable	Not Applicable	\$133,553
Source	Not Applicable	Not Applicable	Title IV
Budget Reference	Not Applicable Not Applicable	Not Applicable Not Applicable	5000-5999: Services And Other Operating Expenditures Supplemental Books, Supplies and Services. Travel, graphics, Consultant Contracted Services, and Other paid by Title IV

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Develop, implement, and assess a system of coherent and aligned professional learning structures which includes a multi-tiered approach through the following:
Large group professional learning
Professional learning communities
Site-embedded coaching Observations and feedback
Provide training for E3 evaluation system that supports:

2018-19 Actions/Services

Continue to implement, assess, and refine system of professional learning.
A Division Curriculum Committee was created and developed an Integrated ELA/ELD Curriculum Map/Units of Study/Benchmark Assessments as well as an Instructional Framework aligned to best- practices for inclusive teaching and learning (with English Learners, Students with IEPs, and General Education students in the same classroom)
Implement E3 evaluation system.

2019-20 Actions/Services

Strengthen the implementation, and assess and refine system of professional learning.
Continue to implement Integrated ELA/ELD Curriculum Map/Units of Study/Benchmark Assessments as well as an Instructional Framework aligned to best- practices for inclusive teaching and learning (with English Learners, Students with IEPs, and General Education students in the same classroom)

A strengths-based approach
 Learner-directed goals Inquiry-based learning
 Alignment to district mission, instructional focus, and/or professional learning

Continue to train and implement components of the E3 evaluation system.

 A Division Curriculum Committee was created and developed an Integrated Math Curriculum Map/Units of Study/Benchmark Assessments to pilot in middle and high school classrooms throughout JCCS.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$106,291	\$140,149	\$125,341
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-3999: Certified Personnel Salaries & Benefits Professional Development Specialist Salaries and Benefits	1000-3999: Certified Personnel Salaries & Benefits Professional Development Specialist Salaries and Benefits	1000-3999: Certified Personnel Salaries & Benefits Professional Development Specialist Salaries and Benefits
Amount	Not Applicable-Duplicate on original report	Not Applicable	Not Applicable
Source	Not Applicable	Not Applicable	Not Applicable
Budget Reference	Not Applicable Not Applicable-Duplicate on original report	Not Applicable Not Applicable	Not Applicable Not Applicable

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Strengthen capacity of instructional support team and leaders in designing, facilitating, and supporting professional learning and refinement of practice.

* Include training on issues for students who are English learners and addressing the language and academic needs of English learners. (Title III)

2018-19 Actions/Services

Implement peer observations of lab classrooms and schools

2019-20 Actions/Services

Phase support of instructional support team as teacher and administrator capacity increases

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$40,000	\$40,000	\$40,000
Source	Title III	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-3999: Certified Personnel Salaries & Benefits Duplicate - Included in Goal #2- Services for EL - Professional Development Specialist Salaries and Benefits	1000-3999: Certified Personnel Salaries & Benefits Services for EL - Professional Development Specialist Salaries and Benefits	1000-3999: Certified Personnel Salaries & Benefits Services for EL - Professional Development Specialist Salaries and Benefits
Amount	\$569,669	\$489,448	\$671,644
Source	Title I	Title I	Title I
Budget Reference	1000-3999: Certified Personnel Salaries & Benefits Duplicate - Included in Goal #2- Teacher's Coaches Salaries and Benefits	1000-3999: Certified Personnel Salaries & Benefits Teacher's Coaches Salaries and Benefits	1000-3999: Certified Personnel Salaries & Benefits Teacher's Coaches Salaries and Benefits

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action

Modified Action

Modified Action

2017-18 Actions/Services

Implement rigorous and differentiated learning models to respond to the needs of diverse learners and promote opportunities for remediation, acceleration, and increased of access to a broad course of study including the following programs:
 * Interdisciplinary Project-Based Learning (iPBL)
 * Integrated ELA/ELD (based on differentiated learning needs of EL students) 8 Integrated CTE
 * Integrated VAPA
 * VAPA specialized experiences
 * Interdisciplinary UC "a-g" approved courses
 * Concurrent enrollment with college courses

2018-19 Actions/Services

Expand implementation of differentiated learning models to respond to the needs of diverse learners that promotes opportunities for remediation, acceleration, and increased access to a broad course of study including the following programs:
 iPBL
 Integrated ELA/ELD
 Integrated CTE
 Integrated VAPA
 specialized experiences Interdisciplinary UC "a--g" approved courses
 Concurrent enrollment with college courses

2019-20 Actions/Services

Review, revise, and refine implementation of differentiated learning models to respond to the needs of diverse learners to promote opportunities, for remediation, acceleration, and increase access to a broad course of study including the following programs: iPBL
 Integrated ELA/ELD
 Integrated CTE
 Integrated VAPA
 specialized experiences Interdisciplinary UC "a--g" approved courses
 Concurrent enrollment with college courses

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$291,540	\$310,214	\$329,684
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-3999: Certified Personnel Salaries & Benefits CTE and Regular Teacher Salaries and Benefits	1000-3999: Certified Personnel Salaries & Benefits CTE and Regular Teacher Salaries and Benefits	1000-3999: Certified Personnel Salaries & Benefits CTE and Regular Teacher Salaries and Benefits

Amount	\$10,000	\$100,000	\$40,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies VAPA Textbooks and Supplies	4000-4999: Books And Supplies VAPA Textbooks and Supplies	4000-4999: Books And Supplies VAPA Textbooks and Supplies
Amount	\$190,000	\$100,000	\$160,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures VAPA Consultant Service Contracts	5000-5999: Services And Other Operating Expenditures VAPA Consultant Service Contracts	5000-5999: Services And Other Operating Expenditures VAPA Consultant Service Contracts

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Implement rigorous and differentiated learning models to respond to the needs of diverse learners and promote opportunities for remediation, acceleration,

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Expand implementation of differentiated learning models to respond to the needs of diverse learners and promote opportunities for remediation, acceleration,

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

Review, revise, and refine implementation of differentiated learning models to respond to the needs of diverse learners and promote opportunities for remediation,

and increased of access to a broad course of study including the following programs:
 Independent study
 Credit recovery

and increased of access to a broad course of study including the following programs:
 Independent study
 Credit recovery

acceleration, and increased of access to a broad course of study including the following programs: Independent study and Credit recovery

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$110,582	\$117,619	\$126,017
Source	Title I	Title I	Title I
Budget Reference	2000-3999: Classified Personnel Salaries & Benefits VAPA Technician Salaries and Benefits	2000-3999: Classified Personnel Salaries & Benefits VAPA Technician Salaries and Benefits	2000-3999: Classified Personnel Salaries & Benefits VAPA Technician Salaries and Benefits

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups) <input type="text" value="[Add Students to be Served selection here]"/>	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) <input type="text" value="[Add Location(s) selection here]"/>
---	--

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income) <input type="text" value="English Learners"/> <input type="text" value="Foster Youth"/> <input type="text" value="Low Income"/>	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) <input type="text" value="LEA-wide"/>	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) <input type="text" value="All Schools"/>
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
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Modified Action	Modified Action	Modified Action
<p>2017-18 Actions/Services</p> <p>Identify, select, and pilot a system of assessment within selected school sites to incorporate: Diagnostic assessments for reading and math Interim/progress monitoring performance assessments Align assessments to SBAC, iPBL, college placement, and ELA/ELD readiness Conduct regular analysis of student learning with formative data * Ensure placement and services for ELs are based on appropriate assessments Train staff and leadership in the understanding and implementation of the MAP and align with instructional practice in special education programs Design and implement a process for monitoring system-wide progress (i.e., learning walks)</p>	<p>2018-19 Actions/Services</p> <p>Implement, refine, and train staff on selecting, administering and applying a system of assessment that incorporates: Diagnostic assessments for reading and math Interim/progress monitoring performance assessments Review and refine data analysis to align with measurable IEP goals. Use assessment and monitoring information to inform the development of a Multi-Tiered System of Support to meet the needs of all students in JCCS.</p>	<p>2019-20 Actions/Services</p> <p>Monitor progress to strengthen implementation and refine the system of assessment ensuring efficient and effective classroom/course placement and acceleration of learning.</p> <p>Use assessment and monitoring information to inform the development of a Multi-Tiered System of Support to meet the needs of all students in JCCS.</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$105,077	\$55,110	\$57,575
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-3999: Classified Personnel Salaries & Benefits Assessment Technician Salaries and Benefits	2000-3999: Classified Personnel Salaries & Benefits Assessment Technician Salaries and Benefits	2000-3999: Classified Personnel Salaries & Benefits Assessment Technician Salaries and Benefits

Amount	\$98,095	Not Applicable	Not Applicable
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	2000-3999: Classified Personnel Salaries & Benefits Sr. Director-Assessment Salaries and Benefits	Not Applicable	Not Applicable Not Applicable
Amount	\$20,000	\$23,850	\$25,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Math Software Subscription and Data Coaching	5000-5999: Services And Other Operating Expenditures Math Software Subscription and Data Coaching	5000-5999: Services And Other Operating Expenditures Math Software Subscription and Data Coaching
Amount	Not Applicable	\$25,000	\$20,000
Source	Not Applicable	Other	Other
Budget Reference	Not Applicable Not Applicable	5000-5999: Services And Other Operating Expenditures MTSS Grant-Consultant Contracts for Staff Training	5000-5999: Services And Other Operating Expenditures MTSS Grant-Consultant Contracts for Staff Training

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

Ensure a high-quality academic program for English learners by building a program that includes:

- * Designated ELD to build language skills
- 8 Integrated ELD to support acquisition of content knowledge
- * Professional development in understanding and differentiating instruction based on the specific needs of newcomers, ELs, and students at-risk of becoming LTELS
- * Appropriately assessing in-coming EL's to determine placement, and LTELS Teacher assessments of students in class to inform instructional decisions.
- * Stakeholder voice in program design and decisions
- * Monitor R-FEPs
- * Develop and create a preschool language instruction program at Monarch

2018-19 Actions/Services

Continue

2019-20 Actions/Services

Continue

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$20,000	Not Applicable	Not Applicable
Source	Title III	Not Applicable	Not Applicable
Budget Reference	1000-3999: Certified Personnel Salaries & Benefits Source: Budgeted in other actions	Not Applicable Not Applicable	Not Applicable Not Applicable
Amount	\$20,000	Not Applicable	Not Applicable
Source	Title III	Not Applicable	Not Applicable
Budget Reference	2000-3999: Classified Personnel Salaries & Benefits Source: Budgeted in other actions	Not Applicable Not Applicable	Not Applicable Not Applicable

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

We know, 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 the need to continue to improve parent participation in school events and school attendance rates.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent input in district and school decision-making (includes parent involvement and feedback related to District Advisory Council (DAC), District English	100 percent of district governance groups are compliant and solicit parent input	100 percent of district governance groups are compliant and solicit parent input	100 percent of district governance groups are compliant and solicit parent input	100 percent of district governance groups are compliant and solicit parent input

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Learner Advisory Council (DELAC), Local Control and Accountability Plan (LCAP) forums and surveys, and School Site Councils (SSC)				
Promotion of parent participation in programs for unduplicated pupils	480 parent or guardians participated in school-related activities	From baseline increase by 10 percent each year	Increase 10 percent each year	Increase 10 percent each year
Promotion of parent participation in programs for students with exceptional needs	Baseline data set in June 30, 2017 2016--17 YTD Davila Day 14 Friendship 17 North County Academy 5	From baseline increase by 10 percent each year	From baseline increase by 10 percent each year	From baseline increase by 10 percent each year
Local measures on the sense of safety and school connectedness	2015--16 Healthy Kids Survey: School Environment indicator of 81 percent moderate and high School Connectedness indicator of 67 percent moderate or high	Increase by 5 percent each year	Increase by 5 percent each year	Increase by 5 percent each year
Strengthen community partnerships as measured by partner satisfaction survey	Establish baseline number of partner agencies. Develop and administer partner satisfaction survey June 30, 2017.	Increase 5 percent from baseline	Increase 5 percent from baseline	Increase 5 percent from baseline

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase the number of parents of students who are English learners involved in leadership development programs	Committee to develop criteria and establish baseline and growth	Develop baseline and growth. Baseline=30	Increase by 10% each year	Increase by 10% each year

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

Provide Back-to-School Night and Open House events at special education programs comparable to those of students' schools of residence

Offer community-building events such as Read Across America and celebrations of student achievement and student exhibitions

Form a committee to develop a long-term plan to build capacity and leadership among parents of students who are English learners.

Pilot onboarding and parent and community volunteer training program

Evaluate the impact and participation of parent involvement in school community activities and make necessary adjustments to increase participation
Implement plan to build capacity and Leadership among parents of students who are English learners

Dialogue with new and returning parents regarding ways to strengthen parent and community participation. Review and revise plan as needed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$98,218	\$100,000	\$100,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-3999: Classified Personnel Salaries & Benefits Parent Family Liaisons Salaries and Benefits	2000-3999: Classified Personnel Salaries & Benefits Parent Family Liaisons Salaries and Benefits	2000-3999: Classified Personnel Salaries & Benefits Parent Family Liaisons Salaries and Benefits
Amount	\$8,500	\$8,500	\$3,206
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Bus Services for Parent Travel	5000-5999: Services And Other Operating Expenditures Bus Services for Parent Travel	5000-5999: Services And Other Operating Expenditures Bus Services for Parent Travel

Amount	Not Applicable	Not Applicable	\$15,157
Source	Not Applicable	Not Applicable	Title I
Budget Reference	Not Applicable	Not Applicable	5000-5999: Services And Other Operating Expenditures Services for Parent Engagement Meetings

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Parent involvement and engagement: Offer parent education to enhance home and school partnerships and as well as parental interests

2018-19 Actions/Services

Continue to promote parent Involvement and engagement
Offer parent education to enhance home and school partnerships as well as parental interests

2019-20 Actions/Services

Continue to promote parent Involvement and engagement
Offer parent education to enhance home and school partnerships as well as parental interests

In English and Spanish provide education on: Restorative Practices; trauma informed care; learning and behavior; U.S. school system; cultures of thinking; iPBL; and other topics selected by parents and families

Continue to implement: Parent education Transportation to and from school and community events

Additional supports for parents to gain knowledge and understanding of the instructional program

Develop parent onboarding and classroom volunteer training program

In English and Spanish provide education on Restorative Practices; trauma informed care; learning and behavior; U.S. school system; and other topics selected by parents and families.

Continue to implement: Parent education Transportation to and from school and community events
Additional supports for parents to gain knowledge and understanding of the instructional program

In English and Spanish provide education on: Restorative Practices; trauma informed care; learning and behavior; U.S. school system; and other topics selected by parents and families (i.e., from parent meetings, survey's and LCAP Forums)..

Continue to implement: Parent education Transportation to and from school and community events
Additional supports for parents to gain knowledge and understanding of the instructional program

Expand parent/community volunteer and leadership opportunities

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$207,061	\$102,828	\$116,322
Source	Title I	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-3999: Classified Personnel Salaries & Benefits Parent Family Liaisons & Supervisor Salaries and Benefits	2000-3999: Classified Personnel Salaries & Benefits Parent Family Liaisons & Supervisor Salaries and Benefits	2000-3999: Classified Personnel Salaries & Benefits Parent Family Liaisons & Supervisor Salaries and Benefits
Amount	\$148,471	\$367,573	\$220,885
Source	Title I	Title I	Title I
Budget Reference	2000-3999: Classified Personnel Salaries & Benefits Parent Family Liaisons Salaries and Benefits	2000-3999: Classified Personnel Salaries & Benefits Parent Family Liaisons Salaries and Benefits	2000-3999: Classified Personnel Salaries & Benefits Parent Family Liaisons & Supervisor Salaries and Benefits

Amount	\$20,000	Not Applicable	Not Applicable
Source	Title III	Not Applicable	Not Applicable
Budget Reference	1000-3999: Certified Personnel Salaries & Benefits	Not Applicable Not Applicable	Not Applicable Not Applicable

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Continue to develop and refine internal and external communication systems to ensure alignment of messaging and engagement of students, parents and staff with the school. 8 Create communication protocols across sites

2018-19 Actions/Services

Review, revise, and refine internal and external communication systems to ensure alignment of messaging and engagement of students, parents, and staff with the school.

2019-20 Actions/Services

Analyze, review, revise, and refine internal and external communication systems to ensure alignment of messaging and engagement of students, parents, and staff with the school.

<p>8 Provide translation services, as needed</p> <p>8 Create calendar of school events and disseminate to stakeholders</p> <p>8 Build capacity of central office leaders to plan and facilitate monthly systems meetings</p>	<p>Build capacity of a leadership team to plan and facilitate monthly systems meetings</p>	<p>Implement common communication protocols across sites</p> <p>System for translation services established.</p> <p>System for calendaring and disseminating information across the organization</p> <p>Capacity built across levels to lead and facilitate monthly systems meetings</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$648,204	\$603,554	\$514,755
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-3999: Classified Personnel Salaries & Benefits Administrative Staff Salaries and Benefits	2000-3999: Classified Personnel Salaries & Benefits Administrative Staff Salaries and Benefits	2000-3999: Classified Personnel Salaries & Benefits Administrative Staff Salaries and Benefits

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p>
<p>Specific Student Groups: Low Income, FY, Homeless</p>	<p>All Schools</p>

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<p>Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)</p> <p>[Add Students to be Served selection here]</p>	<p>Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))</p> <p>[Add Scope of Services selection here]</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>[Add Location(s) selection here]</p>
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Continue to foster and develop internal and external partnerships to support the needs of all students to include:
8 Create a comprehensive MOU with Probation to manage oversight of student needs and transitions
8 Conduct monthly collaboration meetings with Probation around hot topics
8 Increase connection with industry partners to support the expansion of CTE pathways and course offerings
8 Coordinate the mental, social, and emotional support services
8 Provide information on processes and procedures for student transition plans

Provide parent education opportunities at special education programs aligned with parent needs/interests (i.e. American Sign Language)
Ensure translation services are offered at all parent-related events

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Continue to foster and develop internal and external partnerships to support the needs of all students.

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

Continue to foster and develop internal and external partnerships to support the needs of all students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$140,401	\$152,267	\$162,735
Source	Title I	Title I	Title I
Budget Reference	2000-3999: Classified Personnel Salaries & Benefits Student Support Supervisor Salaries and Benefits	2000-3999: Classified Personnel Salaries & Benefits Student Support Supervisor Salaries and Benefits	2000-3999: Classified Personnel Salaries & Benefits Student Support Supervisor Salaries and Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Identified Need:

Stakeholder input and data on attendance and student course information indicate a need to align and refine operational systems to provide accessible source to monitor students and inform stakeholders.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
School attendance rates	Community 80.7 percent Monarch 88.8 percent, SPA 93.7 percent	90 percent attendance rate at all schools	90 percent attendance rate at all schools	90 percent attendance rate at all schools
Chronic absenteeism	Community 49.5 percent Monarch 48.2 percent, SPA 19.7 percent	Will decrease Community and Monarch to 25 percent, and SPA to 15 percent	Will decrease by 3 percent from previous year	Will decrease by 3 percent from previous year

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Targeted professional development for classified support staff to support therapeutic learning environments	2016-17 Baseline PD Total Staff CSEC 61 Gang Awareness 62 Special Ed 68 Restorative Practices 66 Restorative Justice 62 Trauma Informed Care 62 English Learner (CA PD) 22	Increase from baseline by 10 percent	Increase from baseline by 10 percent	Increase from baseline by 10 percent

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

New Action	Modified Action	Modified Action
<p>2017-18 Actions/Services</p> <p>Increased student agency through the establishment of internal systems and structures to support self-monitoring/self-regulation that will include:</p> <p>Transparent grading system that provides regularly updated information regarding student academic achievement Personalized learning plans</p> <p>Processes and procedures for student transition plans that involve student choice</p> <p>Research and develop a coherent data management system that allows for student monitoring of learning</p>	<p>2018-19 Actions/Services</p> <p>Monitor, refine, and adjust the implementation of systems and structures to effectively increase student agency</p> <p>Transition to a semester grading system</p> <p>Train staff, students, and parents in accessing and using data management system</p> <p>Use assessment and monitoring information to inform the development of a Multi-Tiered System of Support, including both academic and social-emotional learning, to meet the needs of all students</p>	<p>2019-20 Actions/Services</p> <p>Continue to monitor, refine and implement systems/structures to increase student agency.</p> <p>Monitor and refine the implementation of a new student information system (SIS) and data management system</p> <p>Use assessment and monitoring information to inform the development of a Multi-Tiered System of Support, including both academic and social-emotional learning, to meet the needs of all students</p>

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$105,076	Not Applicable	Not Applicable
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	1000-3999: Certified Personnel Salaries & Benefits Director of Assessments Salaries and Benefits	Not Applicable Not Applicable	Not Applicable Not Applicable

Amount	\$288,899	\$253,058	\$265,985
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-3999: Classified Personnel Salaries & Benefits Assessment Technician, Student Information Analyst & Assessment Support Staff Salaries and Benefits	2000-3999: Classified Personnel Salaries & Benefits Assessment Technician & Assessment Support Staff Salaries and Benefits	2000-3999: Classified Personnel Salaries & Benefits Assessment Technician & Assessment Support Staff Salaries and Benefits
Amount	\$50,000	\$54,705	\$40,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Consultant Contracts PROMIS & Illuminate	5000-5999: Services And Other Operating Expenditures Consultant Contracts PROMIS & Illuminate	5000-5999: Services And Other Operating Expenditures Consultant Contracts PROMIS & Illuminate
Amount	Not Applicable	\$190,271	\$343,837
Source	Not Applicable	Title I	Title I
Budget Reference	Not Applicable Not Applicable	2000-3999: Classified Personnel Salaries & Benefits Student Support Specialists Salaries and Benefits paid by Title I-Part A	2000-3999: Classified Personnel Salaries & Benefits Student Support Specialists Salaries and Benefits paid by Title I-Part A
Amount	Not Applicable	\$741,397	\$612,176
Source	Not Applicable	Title I	Title I
Budget Reference	Not Applicable Not Applicable	2000-3999: Classified Personnel Salaries & Benefits Student Support Specialists Salaries and Benefits paid by Title I-Part D	2000-3999: Classified Personnel Salaries & Benefits Student Support Specialists Salaries and Benefits paid by Title I-Part D

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Development and maintenance of school calendars, site-based bell schedules, and master schedules to increase opportunity and access for students to a rigorous and developmentally appropriate instructional program to include the following: Updating course catalog and proper descriptions
Conducting transcript analysis and audits
Developing consistent procedures and policies for course coding
Designing clearly articulated approach to student placement and scheduling
Increase opportunities to learn at personalized rates

2018-19 Actions/Services

Review and refine bell schedules and master schedules to ensure opportunity and access

Provide professional learning support for administration, counselors and teachers to ensure aligned and appropriate grading

Expand submission for UC courses of study approval

2019-20 Actions/Services

Review and refine bell schedules and master schedules to ensure opportunity and access

Continue to monitor and refine placement, grading, and articulation practices

Expand submission for UC courses of study approval

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$85,695	\$97,030	\$104,049
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-3999: Classified Personnel Salaries & Benefits Lead Registrar Salaries and Benefits	2000-3999: Classified Personnel Salaries & Benefits Lead Registrar Salaries and Benefits	2000-3999: Classified Personnel Salaries & Benefits Lead Registrar Salaries and Benefits
Amount	Not Applicable	Not Applicable	\$110,330
Source	Not Applicable	Not Applicable	Title I
Budget Reference	Not Applicable	Not Applicable	2000-3999: Classified Personnel Salaries & Benefits Registrar Salaries and Benefits

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

<p>Identify and implement a coherent system for recording and monitoring student attendance to ensure increased student attendance.</p> <p>Provide training for staff to ensure consistent and accurate application of procedures for seat-based and independent study/blended attendance</p> <p>Strengthen registration and enrollment processes to support easy access to schooling</p>	<p>Continue to implement a coherent system for recording and monitoring student attendance to ensure increased student attendance, adjust as necessary</p>	<p>Continue to implement a coherent system for recording and monitoring student attendance to ensure increased student attendance; adjust as necessary.</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$238,490	\$197,948	\$208,410
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-3999: Classified Personnel Salaries & Benefits Attendance Support Staff Salaries and Benefits	2000-3999: Classified Personnel Salaries & Benefits Attendance Support Staff Salaries and Benefits	2000-3999: Classified Personnel Salaries & Benefits Attendance Support Staff Salaries and Benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
 Priority 10: Foster Youth – COEs Only (Conditions of Learning)

Local Priorities:

Identified Need:

We will continue to support the progress of expelled students and foster youth. Expelled students will be served according to the County Office and local districts' plan. Student academic readiness and the ability to engage in rigorous grade level instruction is impacted by student mobility rates. 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.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Middle school dropout rates	0 percent middle school dropouts	Maintain 0 percent middle school dropouts	Maintain 0 percent middle school dropouts	Maintain 0 percent middle school dropouts
High school dropout rates	2015--16 baseline	Maintain 0 percent	Maintain 0 percent	County Schools now have a metric for dropout rates. Baseline will be established this year.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>High school graduation rates currently based on DataQuest. In subsequent years we will also calculate a rate that takes into account student mobility, at least until the new ASAM criteria are approved by SBC</p>	<p>2015--16 baseline All 19.9% Monarch 56% North Coastal 71.43% Community 19.23% Court 12.84% San Pasqual 77.78%</p>	<p>Increase by 2 percent over previous year</p>	<p>Increase by 2 percent over previous year</p>	<p>Increase by 2 percent over previous year</p>
<p>Pupil suspension rates</p>	<p>Community 5.2 percent, Monarch 4.6 percent, SPA 16.3 percent</p>	<p>4 percent or less in all schools</p>	<p>4 percent or less in all schools</p>	<p>4 percent or less in all schools</p>
<p>The number of expulsion incidents will continue to be at a level of 0.0 percent due to the nature of the county programs. SDCOE does not make a practice of expelling student, instead opting to refer students to other more appropriate school placement alternatives.</p>	<p>0</p>	<p>0</p>	<p>0</p>	<p>0</p>
<p>All JCCS students will experience successful transition into, through, and beyond JCCS schools. Percentage of students meeting IEP goals and objectives</p>	<p>Baseline data will be established in 2017-18</p>	<p>Baseline data</p>	<p>Will increase by 3 percent over baseline</p>	<p>Will increase by 3 percent over baseline</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>100 percent of districts within the county have a plan in conjunction with the San Diego County Office of Education provide educational services for all expelled students</p> <p>Increase the number of expelled students meeting their goals in their rehabilitation plans by 10 percent from the previous year</p>	<p>Three--year plan was developed in May 2016. 100 percent of districts signed on</p> <p>Establish baseline June 30, 2017</p>	<p>Continue to monitor plan</p> <p>Increase by 5 percent over the previous year</p>	<p>Continue to monitor plan</p> <p>Increase by 5 percent over the previous year</p>	<p>Monitor existing plan and develop new three--year plan with input from districts.</p> <p>Increase by 5 percent over the previous year.</p>
<p>100 percent of foster youth will be immediately enrolled and placed in appropriate courses per state and local statute.</p> <p>Monitoring of positive and negative behavior incidents within classrooms where paraeducators are assigned.</p>	<p>In 2016--2017 all sites were 100 percent compliant</p> <p>Establish baseline in 2017- 18 school year</p>	<p>Continue to monitor and ensure compliance</p> <p>Baseline data to be established and reported</p>	<p>Continue to monitor and ensure compliance</p> <p>Improvement over baseline</p>	<p>Continue to monitor and ensure compliance</p> <p>Improvement over baseline</p>
<p>SDCOE will coordinate with San Diego county districts, charters and</p>	<p>100 percent of Foster Youth appropriately enrolled and placed</p>	<p>100 percent</p> <p>100 percent</p>	<p>100 percent</p> <p>100 percent</p>	<p>100 percent</p> <p>100 percent</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
the Juvenile Court system to ensure there is process in place for the expeditious transfer of health/education records/passport and delivery of educational services for foster youth.	Coordination process with 100 percent of districts			

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

<p>Increase positive school culture and climate, establish a structure for appropriate de- escalation, and increase positive staff- student relationships through:</p> <p>Developing universal awareness, common language, and ownership of Restorative Practices</p> <p>Identifying and allocating academic, social/emotional supports and interventions for students</p> <p>Providing professional learning to focus on de- escalation and crisis response strategies (cohort 1, trainer of trainers)</p> <p>Sites develop designated teams to lead Restorative practices conferences</p> <p>Providing professional learning to support a therapeutic learning environment with cultural awareness</p>	<p>Develop lab classrooms to model best practices</p> <p>Continue to implement, review, and deepen application of Restorative Practices</p> <p>Review and refine the allocation of academic and social/emotional supports</p> <p>Provide professional learning to focus on de- escalation and crisis response strategies (cohort 2)</p> <p>Continue to review and refine team practices</p>	<p>Expand and deepen professional learning and practices</p> <p>Provide professional learning to focus on de- escalation and crisis response strategies (cohort 3)</p> <p>Continue to review and refine team practices</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$900,660	\$396,642	\$632,761
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-3999: Certified Personnel Salaries & Benefits Teacher Substitutes & Extra Days Salaries and Benefits	1000-3999: Certified Personnel Salaries & Benefits Teacher Substitutes & Extra Days Salaries and Benefits	1000-3999: Certified Personnel Salaries & Benefits Teacher Substitutes & Extra Days Salaries and Benefits

Amount	\$18,000	\$18,000	\$6,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies High School Athletics Supplies	4000-4999: Books And Supplies High School Athletics Supplies	4000-4999: Books And Supplies High School Athletics Supplies
Amount	\$466,011	\$454,500	\$456,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Contracted Services for High School Athletics and Student Bus Passes	5000-5999: Services And Other Operating Expenditures Contracted Services for High School Athletics and Student Bus Passes	5000-5999: Services And Other Operating Expenditures Contracted Services for High School Athletics and Student Bus Passes

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

<p>Enhance tiered supports for students through the implementation of a comprehensive school guidance program in alignment with American School Counselor Association (ASCA) standards/domains and related to:</p> <ul style="list-style-type: none"> Academic development Personal social development Interpersonal skills) Career Development <p>Identify comprehensive therapeutic learning program</p> <p>Assess current status across regions</p> <p>Provide training and support for school guidance counselors</p> <p>Ensure successful transitions for all JCCS students</p>	<p>Implement and expand comprehensive school guidance program across all sites.</p>	<p>Continue to implement, review, refine</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$410,795	\$917,693	\$374,466
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-3999: Certified Personnel Salaries & Benefits Counselors & Counselor Subs--Extra Days Salaries and Benefits	1000-3999: Certified Personnel Salaries & Benefits Counselors & Counselor Subs--Extra Days Salaries and Benefits	1000-3999: Certified Personnel Salaries & Benefits Counselors & Counselor Subs--Extra Days Salaries and Benefits
Amount	\$381,004	\$435,280	\$471,836
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-3999: Classified Personnel Salaries & Benefits Student Transition Technicians Salaries and Benefits	2000-3999: Classified Personnel Salaries & Benefits Student Transition Technicians Salaries and Benefits	2000-3999: Classified Personnel Salaries & Benefits Student Transition Technicians Salaries and Benefits

Amount	Not Applicable	\$342,659	\$490,427
Source	Not Applicable	Title I	Title I
Budget Reference	Not Applicable Not Applicable	1000-3999: Certified Personnel Salaries & Benefits Counselors Salaries and Benefits paid by Title I-Part A	1000-3999: Certified Personnel Salaries & Benefits Counselors Salaries and Benefits paid by Title I-Part A
Amount	Not Applicable	\$191,340	\$519,653
Source	Not Applicable	Title I	Title I
Budget Reference	Not Applicable Not Applicable	1000-3999: Certified Personnel Salaries & Benefits Counselors Salaries and Benefits paid by Title I-Part D	1000-3999: Certified Personnel Salaries & Benefits Counselors Salaries and Benefits paid by Title I-Part D
Amount	Not Applicable	Not Applicable	\$124,037
Source	Not Applicable	Not Applicable	Locally Defined
Budget Reference	Not Applicable Not Applicable	Not Applicable Not Applicable	1000-3999: Certified Personnel Salaries & Benefits Counselors Salaries and Benefits
Amount	Not Applicable	Not Applicable	\$36,217
Source	Not Applicable	Not Applicable	Title IV
Budget Reference	Not Applicable Not Applicable	Not Applicable Not Applicable	1000-3999: Certified Personnel Salaries & Benefits Counselors Salaries and Benefits

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: LI, FY, Homeless

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Enhance tiered supports for students through the implementation of a comprehensive school guidance program in alignment with American School Counselor Association (ASCA) standards/domains and related to:
Academic development
Provide training and support for school guidance counselors
Ensure successful transitions for all JCCS students

2018-19 Actions/Services

Implement and expand comprehensive school guidance program across all sites

2019-20 Actions/Services

Continue to implement, review, refine

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$802,123	Incorporated with Action 2	Not applicable
Source	Title I	Not Applicable	Not Applicable
Budget Reference	1000-3999: Certified Personnel Salaries & Benefits Student Counselor Salaries and Benefits	Not Applicable Not applicable	Not Applicable Not applicable

Amount	Not applicable	Not applicable	Not applicable
Source	Not Applicable	Not Applicable	Not Applicable
Budget Reference	Not Applicable	Not Applicable	Not Applicable
Amount	Not applicable	Not applicable	Not applicable
Source	Not Applicable	Not Applicable	Not Applicable
Budget Reference	Not Applicable	Not Applicable	Not Applicable

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

Increase opportunities for re-teaching and acceleration of foster youth, expelled students, students redesignated as fluent English proficient, English learners, and students with disabilities through the allocation of classified paraeducators within the classroom environment:
 8 Provide professional learning to classroom assistants, independent study assistants, and special education assistants to support the success of students in the designated programs
 8 Provide professional learning to English language development assistants on how to support the different language and academic needs of students who are English learners, newcomers, and long-term English learners.

Continue professional learning, monitor impact, and adjust professional learning for the following year.

Continue professional learning, monitor impact, and adjust professional learning for the following year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,030,971	\$2,368,587	\$2,873,009
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-3999: Classified Personnel Salaries & Benefits Classroom, ELD & IS Assistants for Community, Court and Monarch sites	2000-3999: Classified Personnel Salaries & Benefits Classroom, ELD & IS Assistants for Community, Court and Monarch sites	2000-3999: Classified Personnel Salaries & Benefits Classroom, ELD & IS Assistants for Community, Court and Monarch sites

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
 (Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):
 (Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

2017-18 Actions/Services

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 and curriculum adoption. See Goal 1, Action 5 for additional information on English learner Program.

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Monitor, 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 and curriculum adoption.

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

Monitor, 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 and curriculum adoption.

Incorporate courses and processes to increase the number of students attaining the Seal of Biliteracy.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$146,135	\$0	\$0
Source	Supplemental and Concentration	Not Applicable	Not Applicable
Budget Reference	1000-3999: Certified Personnel Salaries & Benefits ELD Specialist Salaries and Benefits	Not Applicable Not Applicable	Not Applicable Not Applicable

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: SPA

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

We will restructure the instructional support at San Pasqual Academy to include cohesive and connected wrap around services:
Create new position of a director of residential education

2018-19 Actions/Services

Monitor and continue instructional support and wraparound services at San Pasqual Academy.

Continue to identify and support foster youth at all schools as they integrate and transition through our school programs.

2019-20 Actions/Services

Monitor and continue instructional support and wraparound services at San Pasqual Academy.

Continue to identify and support foster youth at all schools as they integrate and transition through our school programs.

Utilize the instructional support team to provide site embedded support

Regular partner meetings and collaboration We will identify and support foster youth at all schools as they integrate and transition through our programs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$265,820	\$169,171	\$164,054
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-3999: Certified Personnel Salaries & Benefits Teachers & Teacher Substitutes & Extra Days at SPA site	1000-3999: Certified Personnel Salaries & Benefits Teachers & Teacher Substitutes & Extra Days at SPA site	1000-3999: Certified Personnel Salaries & Benefits Teachers & Teacher Substitutes & Extra Days at SPA site
Amount	\$84,822	\$41,512	\$107,275
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-3999: Classified Personnel Salaries & Benefits Classroom, ELD & IS Assistants at SPA site	2000-3999: Classified Personnel Salaries & Benefits Classroom, ELD & IS Assistants at SPA site	2000-3999: Classified Personnel Salaries & Benefits Classroom, ELD & IS Assistants at SPA site
Amount	\$13,500	\$13,500	\$6,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Supplemental Books/Materials & Supplies/Equipment at SPA site	4000-4999: Books And Supplies Supplemental Books/Materials & Supplies/Equipment at SPA site	4000-4999: Books And Supplies Supplemental Books/Materials & Supplies/Equipment at SPA site

Amount	\$10,000	\$12,250	\$2,050
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Services/Consultants at SPA site	5000-5999: Services And Other Operating Expenditures Professional Services/Consultants at SPA site	5000-5999: Services And Other Operating Expenditures Professional Services/Consultants at SPA site
Amount	Not Applicable	Not Applicable	\$50,618
Source	Not Applicable	Not Applicable	Title I
Budget Reference	Not Applicable Not Applicable	Not Applicable Not Applicable	5000-5999: Services And Other Operating Expenditures Professional Services/Consultants at SPA site
Amount	Not Applicable	Not Applicable	\$1,078
Source	Not Applicable	Not Applicable	Title IV
Budget Reference	Not Applicable Not Applicable	Not Applicable Not Applicable	5000-5999: Services And Other Operating Expenditures Professional Services/Consultants at SPA site

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income	LEA-wide	All Schools
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Modified Action	Unchanged Action	Modified Action
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Increase integrated CTE pathways and course offerings to provide equitable access for all JCCS students.	Continue to increase integrated CTE pathways and course offerings to provide equitable access for all students.	Continue to increase integrated CTE pathways and course offerings to provide equitable access for all JCCS students.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$425,853	\$463,663	\$314,292
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	1000-3999: Certified Personnel Salaries & Benefits CTE Supervisor and Instructors Salaries and Benefits	1000-3999: Certified Personnel Salaries & Benefits CTE Supervisor and Instructors Salaries and Benefits	1000-3999: Certified Personnel Salaries & Benefits CTE Supervisor and Instructors Salaries and Benefits
Amount	\$110,500	\$90,000	\$82,200
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies CTE Program Books/Materials/Supplies	4000-4999: Books And Supplies CTE Program Books/Materials/Supplies	4000-4999: Books And Supplies CTE Program Books/Materials/Supplies

Amount	\$32,500	\$20,000	\$92,025
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures CTE Program Professional Services/Consultants	5000-5999: Services And Other Operating Expenditures CTE Program Professional Services/Consultants	5000-5999: Services And Other Operating Expenditures CTE Program Professional Services/Consultants
Amount	\$10,000	Not Applicable	\$45,000
Source	Supplemental and Concentration	Not Applicable	Supplemental and Concentration
Budget Reference	6000-6999: Capital Outlay CTE Capital Outlay	Not Applicable Not Applicable	6000-6999: Capital Outlay CTE Capital Outlay

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Foster Youth

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

SDCOE, Foster Youth/Homeless Education Services staff will continue to assist probation and child welfare in the

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Continue

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

Continue

identification of appropriate education rights holders as requested and including:

- *IEPs
- * 504s
- *Placements

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



Targeted staff to provide social emotional support, Multi-Tiered System of Supports, Positive Behavior Intervention and Supports (PBIS), hosted a county-wide collaboration meetings between foster youth liaisons and district child welfare an district LCAP developers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			Cost included in Goal 3 action 1
Budget Reference	Cost included in Goal 3, Action 1 (transition plan		

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$9,220,989

Percentage to Increase or Improve Services

8.73%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The San Diego County Office of Education (SDCOE) Juvenile Court and Community Schools program is an alternative education program designed to meet the needs of the highest risk youth enrolled in our schools. SDCOE has enrollment of unduplicated pupils in excess of 87% of the total enrollment. The EL, LI and FY students are more likely to have had interrupted educations, been impacted by trauma in their lives, and need additional support to access grade level instruction.

All services provided countywide are principally directed towards, and are effective in, meeting SDCOE's goals for its unduplicated pupils in the state priorities because they are grounded in research around meeting the needs of these at-risk populations.

Actions and services provided for our unduplicated pupils are carefully designed and targeted to meet their differentiated needs.

Targeted Actions

Goal 4, Actions 4 and 5 are services targeted to meet the needs of English Learner students

Goal 4, Actions 6 and 8 are services targeted to meet the needs of foster youth

Districtwide actions are principally directed toward and designed to meet the differentiated needs of unduplicated students

Goal 1:

A1 - Identify selection committee (DCC) and adopt materials for instructional materials for Math

* Continue to pilot, and then adopt materials for ELA/ELD

* Identify selection committee (DCC) to pilot materials for Next Generation Science Standards (NGSS) and history/social science.

A2 -- Professional Development for teachers, including PLCs and coaching, will provide skills and support for teachers to structure their lessons to meet the differentiated needs of unduplicated student groups. Developing an assessment system that includes diagnostic, benchmark, and summative assessment, along with tracking IEP goals, will allow for improved placement, monitoring and interventions for students experiencing difficulties, which our data shows is disproportionately our EL,LI and FY.

A3 - Strengthen capacity of instructional support team and leaders in designing, facilitating, and supporting professional learning and refinement of practice.

* Include training on issues for students who are English learners and addressing the language and academic needs of English learners. (Title III)

A4 - Providing a variety of rigorous and relevant learning opportunities, such as CTE, PBL, and Concurrent Enrollment will provide alternative pathways for unduplicated students to find academic success. These students are graduating at lower rates, and showing lower levels of college and career preparedness so providing additional avenues for success will increase their success rates.

A6 - Monitor progress to strengthen implementation and refine the system of assessment ensuring efficient and effective classroom/course placement and acceleration of learning.

*Use assessment and monitoring information to inform the development of a Multi--Tiered System of Support to meet the needs of all students in JCCS.

Goal 2:

A1 – The action for parent involvement is specifically directed at increasing the participation and involvement of parents of unduplicated students. The specifics are based on input from parent stakeholders, and so should be very effective in increasing parent involvement.

A2 - Continue to promote parent Involvement and engagement

*Offer parent education to enhance home and school partnerships as well as parental interests

*In English and Spanish provide education on: Restorative Practices; trauma informed care; learning and behavior; U.S. school system; and other topics selected by parents and families (i.e., from parent meetings, surveys and LCAP Forums).

*Continue to implement: Parent education Transportation to and from school and community events

Additional supports for parents to gain knowledge and understanding of the instructional program

*Expand parent/community volunteer and leadership opportunities

A3 - Analyze, review, revise, and refine internal and external communication systems to ensure alignment of messaging and engagement of students, parents, and staff with the school.

*Implement common communication protocols across sites

*System for translation services established

*System for calendaring and disseminating information across the organization will be established

*Capacity built across levels to lead and facilitate monthly systems meetings

Goal 3:

A1 – Research demonstrates that Low Income, EL and foster youth graduate at lower rates than other students, frequently because they don't have enough, or the correct, credits to earn a diploma. This action to implement student for monitoring students, both by staff and self--monitoring, will principally benefit those unduplicated student groups and increase to probability that they succeed in school.

A2 – Increasing access for unduplicated students to rigorous and developmentally appropriate programs through effective systems of placement, scheduling and transition, will be effective in ensuring that those students have access to the courses they need to be prepared for college and/or career.

A3 – Since our unduplicated students have a higher absentee rate than other students an improved attendance and monitoring system will be effective in increasing the amount of time those students are in school and learning. And research has shown that a higher attendance rate correlates with higher success rates in school.

Goal 4:

A1 – Improving school climate and culture through Restorative Practices and therapeutic learning environments will principally benefit Foster Youth and other unduplicated student groups, and will be effective in creating a school environment that promotes learning and well being.

A2 – Aligning the school guidance program to the ASCA guidelines will increase and improve the counseling services available to unduplicated students, who tend to have the most need for those services. Therefore it will be effective in meeting the needs of EL, LI and FY.

A4 - Classroom assistants, special education teacher aides, and independent study aides received professional development to support reteaching and acceleration of foster youth, expelled students, students re-designated as fluent English proficient, English learners, and students with disabilities within the classroom environment.

*We additionally hired and trained English Language Development (ELD) Assistants to provide classroom support for English language acquisition. ELD assistants were trained in the new ELD standards and the new English Learner assessments (ELPAC Summative and ELPAC Initial assessments).

A6 - Continued the monthly San Pasqual advisory committee that is chaired by the President of the SPA Board of Directors and attended by the Executive Director, Senior Director, school principal, Director of New Alternatives, County Council, and Diego County Health and Human Services, Court Appointed Special Advocates, Probation, and the presiding Juvenile Court Judge.

*Monitor and continue instructional support and wraparound services at San Pasqual Academy.

*Continued to identify and support foster youth at all schools as they enroll and transition through our school programs.

A7 – CTE courses will increase access for unduplicated students to a variety of avenues to become college and career ready.

A8 - Targeted staff to provide social emotional support, Multi-Tiered System of Supports, Positive Behavior Intervention and Supports (PBIS), hosted a county-wide collaboration meetings between foster youth liaisons and district child welfare an district LCAP developers.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$8,708,965

Percentage to Increase or Improve Services

8.55%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Actions and services provided for our unduplicated pupils are carefully designed and targeted to meet their differentiated needs.

Targeted Actions

Goal 4, Actions 4 and 5 are services targeted to meet the needs of English Learner students

Goal 4, Actions 6 and 8 are services targeted to meet the needs of foster youth

District-wide Actions are principally directed toward and designed to meet the differentiated needs of unduplicated students

Goal 1:

A2 -- Professional Development for teachers, including PLCs and coaching, will provide skills and support for teachers to structure their lessons to meet the differentiated needs of unduplicated student groups

A4 - Providing a variety of rigorous and relevant learning opportunities, such as CTE, PBL, and Concurrent Enrollment will provide alternative pathways for unduplicated students to find academic success. These students are graduating at lower rates, and showing lower levels of college and career preparedness so providing additional avenues for success will increase their success rates. A6 – Developing an assessment system that includes diagnostic, benchmark, and summative assessment, along with tracking IEP goals, will allow for improved placement, monitoring and interventions for students experiencing difficulties, which our data shows is disproportionately our EL, LI and FY.

Goal 2:

A1 – The action for parent involvement is specifically directed at increasing the participation and involvement of parents of unduplicated students. The specifics are based on input from parent stakeholders, and so should be very effective in increasing parent involvement.

Goal 3:

A1 – Research demonstrates that Low Income, EL and foster youth graduate at lower rates than other students, frequently because they don't have enough, or the correct, credits to earn a diploma. This action to implement student for monitoring students, both by staff and self-monitoring, will principally benefit those unduplicated student groups and increase to probability that they succeed in school.

A2 – Increasing access for unduplicated students to rigorous and developmentally appropriate programs through effective systems of placement, scheduling and transition, will be effective in ensuring that those students have access to the courses they need to be prepared for college and/or career.

A3 – Since our unduplicated students have a higher absentee rate than other students an improved attendance and monitoring system will be effective in increasing the amount of time those students are in school and learning. And research has shown that a higher attendance rate correlates with higher success rates in school.

Goal 4:

A1 – Improving school climate and culture through Restorative Practices and therapeutic learning environments will principally benefit Foster Youth and other unduplicated student groups, and will be effective in creating a school environment that promotes learning and well being.

A2 – Aligning the school guidance program to the ASCA guidelines will increase and improve the counseling services available to unduplicated students, who tend to have the most need for those services. Therefore it will be effective in meeting the needs of EL, LI and FY.

A7 – CTE courses will increase access for unduplicated students to a variety of avenues to become college and career ready.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$8,660,836

8.98%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The San Diego County Office of Education (SDCOE) Juvenile Court and Community Schools Program is an alternative education program designed to meet the needs of the highest risk youth enrolled our schools. SDCOE has enrollment of unduplicated pupils in excess of 88% of the total enrollment. The EL, LI and FY students are more likely to have had interrupted educations, been impacted by trauma in their lives, and need additional support to access grade level instruction.

All services provided countywide are principally directed towards, and are effective in, meeting SDCOE's goals for its unduplicated pupils in the state priorities because they are grounded in research around meeting the needs of these at-risk populations.

Goal 1 – Services principally directed toward unduplicated student groups, and targeted to their specific needs of our unique student population:

- Classes with appropriately credentialed and assigned teachers who are trained in meeting the needs of unduplicated students and have supplemental instructional materials to meet individual student needs. (Action 1)
- A coherent and aligned professional learning system (Action 2A)
- Rigorous and differentiated learning models with access to remediation and acceleration (Action 3A)
- A system of assessment to monitor students and inform instruction

Goal 2 – Services focus on promoting the involvement of parents who traditionally are less likely to be involved.

- Build capacity and leadership among all parents, especially parents of unduplicated students and students with exceptional needs (Action 1A)
- Develop and refine communication systems targeting parent and student engagement (Action 2)

Goal 3 – Creating a climate designed to address the needs of unduplicated students

- Increase student agency, self monitoring and self-regulation which is frequently less apparent in unduplicated student populations (Action D) Increase opportunity, support and access to a rigorous and developmentally appropriate instructional

program (Action 2)

- Strengthen attendance and registration process (Action 3)

Goal 4 – Creating a climate designed to address the needs of unduplicated students

- Increase positive school culture and climate, especially de-escalation and Restorative Practices to support our unique, unduplicated population (Action 1)
- Enhance counseling program (Action 2A) Increased opportunities for ELs (Actions 3 and 4)
- Provide cohesive and connected wraparound services for Foster Youth (Actin 5)
- Increase CTE Pathways for all students, including unduplicated students (Action 6)

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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 EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) “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).
- (c) “High school graduation rate” shall be calculated as follows:
 - (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).
- (d) “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).
- (e) “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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 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 EC 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 school sites 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?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* 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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 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?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site 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 *EC* Section 42238.01 and groups as defined in *EC* 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 school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, 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?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	17,638,856.00	14,384,355.00	14,438,991.00	14,568,010.00	17,213,856.00	46,220,857.00
	0.00	0.00	0.00	0.00	0.00	0.00
Locally Defined	124,037.00	0.00	0.00	0.00	124,037.00	124,037.00
Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00
NSLP	510,000.00	370,354.00	0.00	292,000.00	510,000.00	802,000.00
Other	20,000.00	108,402.00	0.00	25,000.00	20,000.00	45,000.00
Restricted Lottery	272,795.00	47,613.00	0.00	161,702.00	272,795.00	434,497.00
Supplemental and Concentration	12,391,349.00	11,036,245.00	12,360,684.00	11,496,734.00	11,966,349.00	35,823,767.00
Title I	3,992,317.00	2,821,741.00	1,978,307.00	2,592,574.00	3,992,317.00	8,563,198.00
Title II	96,399.00	0.00	0.00	0.00	96,399.00	96,399.00
Title III	61,111.00	0.00	100,000.00	0.00	61,111.00	161,111.00
Title IV	170,848.00	0.00	0.00	0.00	170,848.00	170,848.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	17,638,856.00	14,384,355.00	14,438,991.00	14,568,010.00	17,213,856.00	46,220,857.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-3999: Certified Personnel Salaries & Benefits	6,951,696.00	6,674,735.00	6,560,643.00	6,365,870.00	6,951,696.00	19,878,209.00
2000-3999: Classified Personnel Salaries & Benefits	7,100,967.00	6,250,841.00	6,224,837.00	6,476,633.00	7,100,967.00	19,802,437.00
4000-4999: Books And Supplies	608,758.00	382,993.00	435,000.00	672,702.00	608,758.00	1,716,460.00
5000-5999: Services And Other Operating Expenditures	2,932,435.00	1,075,786.00	1,208,511.00	1,052,805.00	2,507,435.00	4,768,751.00
6000-6999: Capital Outlay	45,000.00	0.00	10,000.00	0.00	45,000.00	55,000.00
Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	17,638,856.00	14,384,355.00	14,438,991.00	14,568,010.00	17,213,856.00	46,220,857.00
		0.00	0.00	0.00	0.00	0.00	0.00
1000-3999: Certified Personnel Salaries & Benefits	Locally Defined	124,037.00	0.00	0.00	0.00	124,037.00	124,037.00
1000-3999: Certified Personnel Salaries & Benefits	Other	0.00	105,366.00	0.00	0.00	0.00	0.00
1000-3999: Certified Personnel Salaries & Benefits	Supplemental and Concentration	5,109,718.00	5,081,659.00	5,108,851.00	5,342,423.00	5,109,718.00	15,560,992.00
1000-3999: Certified Personnel Salaries & Benefits	Title I	1,681,724.00	1,487,710.00	1,371,792.00	1,023,447.00	1,681,724.00	4,076,963.00
1000-3999: Certified Personnel Salaries & Benefits	Title III	0.00	0.00	80,000.00	0.00	0.00	80,000.00
1000-3999: Certified Personnel Salaries & Benefits	Title IV	36,217.00	0.00	0.00	0.00	36,217.00	36,217.00
2000-3999: Classified Personnel Salaries & Benefits	Supplemental and Concentration	5,524,987.00	4,916,810.00	5,598,322.00	4,907,506.00	5,524,987.00	16,030,815.00
2000-3999: Classified Personnel Salaries & Benefits	Title I	1,575,980.00	1,334,031.00	606,515.00	1,569,127.00	1,575,980.00	3,751,622.00
2000-3999: Classified Personnel Salaries & Benefits	Title III	0.00	0.00	20,000.00	0.00	0.00	20,000.00
4000-4999: Books And Supplies	Restricted Lottery	272,795.00	47,613.00	0.00	161,702.00	272,795.00	434,497.00
4000-4999: Books And Supplies	Supplemental and Concentration	335,963.00	335,380.00	435,000.00	511,000.00	335,963.00	1,281,963.00
5000-5999: Services And Other Operating Expenditures	NSLP	510,000.00	370,354.00	0.00	292,000.00	510,000.00	802,000.00
5000-5999: Services And Other Operating Expenditures	Other	20,000.00	3,036.00	0.00	25,000.00	20,000.00	45,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	1,375,681.00	702,396.00	1,208,511.00	735,805.00	950,681.00	2,894,997.00
5000-5999: Services And Other Operating Expenditures	Title I	734,613.00	0.00	0.00	0.00	734,613.00	734,613.00
5000-5999: Services And Other Operating Expenditures	Title II	96,399.00	0.00	0.00	0.00	96,399.00	96,399.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5000-5999: Services And Other Operating Expenditures	Title III	61,111.00	0.00	0.00	0.00	61,111.00	61,111.00
5000-5999: Services And Other Operating Expenditures	Title IV	134,631.00	0.00	0.00	0.00	134,631.00	134,631.00
6000-6999: Capital Outlay	Supplemental and Concentration	45,000.00	0.00	10,000.00	0.00	45,000.00	55,000.00
Not Applicable	Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	7,547,011.00	5,378,058.00	5,291,282.00	5,764,082.00	7,547,011.00	18,602,375.00
Goal 2	1,133,060.00	1,068,951.00	1,270,855.00	1,334,722.00	1,133,060.00	3,738,637.00
Goal 3	1,684,787.00	1,437,910.00	768,160.00	1,534,409.00	1,684,787.00	3,987,356.00
Goal 4	7,273,998.00	6,499,436.00	7,108,694.00	5,934,797.00	6,848,998.00	19,892,489.00

* Totals based on expenditure amounts in goal and annual update sections.

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources	16,301,253.00	13,227,627.00		17,660,967.00	16,925,104.00
Locally Defined	124,037.00	0.00		0.00	124,037.00
Not Applicable	0.00	0.00		0.00	0.00
NSLP	510,000.00	370,354.00		584,000.00	510,000.00
Other	20,000.00	108,402.00		25,000.00	20,000.00
Restricted Lottery	272,795.00	47,613.00		323,404.00	272,795.00
Supplemental and Concentration	12,235,027.00	10,889,424.00		15,262,896.00	11,966,349.00
Title I	2,811,036.00	1,811,834.00		1,465,667.00	3,703,565.00
Title II	96,399.00	0.00		0.00	96,399.00
Title III	61,111.00	0.00		0.00	61,111.00
Title IV	170,848.00	0.00		0.00	170,848.00

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources	7,289,353.00	5,224,298.00		5,632,427.00	288,752.00
Locally Defined	0.00	0.00		0.00	0.00
Not Applicable	0.00	0.00		0.00	0.00
NSLP	510,000.00	370,354.00		292,000.00	0.00
Other	0.00	0.00		0.00	0.00
Restricted Lottery	272,795.00	47,613.00		161,702.00	0.00
Supplemental and Concentration	4,365,376.00	3,796,424.00		4,051,818.00	0.00
Title I	1,850,119.00	1,009,907.00		1,126,907.00	288,752.00
Title II	96,399.00	0.00		0.00	0.00
Title III	61,111.00	0.00		0.00	0.00
Title IV	133,553.00	0.00		0.00	0.00