Local Control and Accountability Plan (LCAP)

2025-26

LCAP for San Diego County Office of Education, JCCS, and Friendship School

san diego county office of EDUCATION

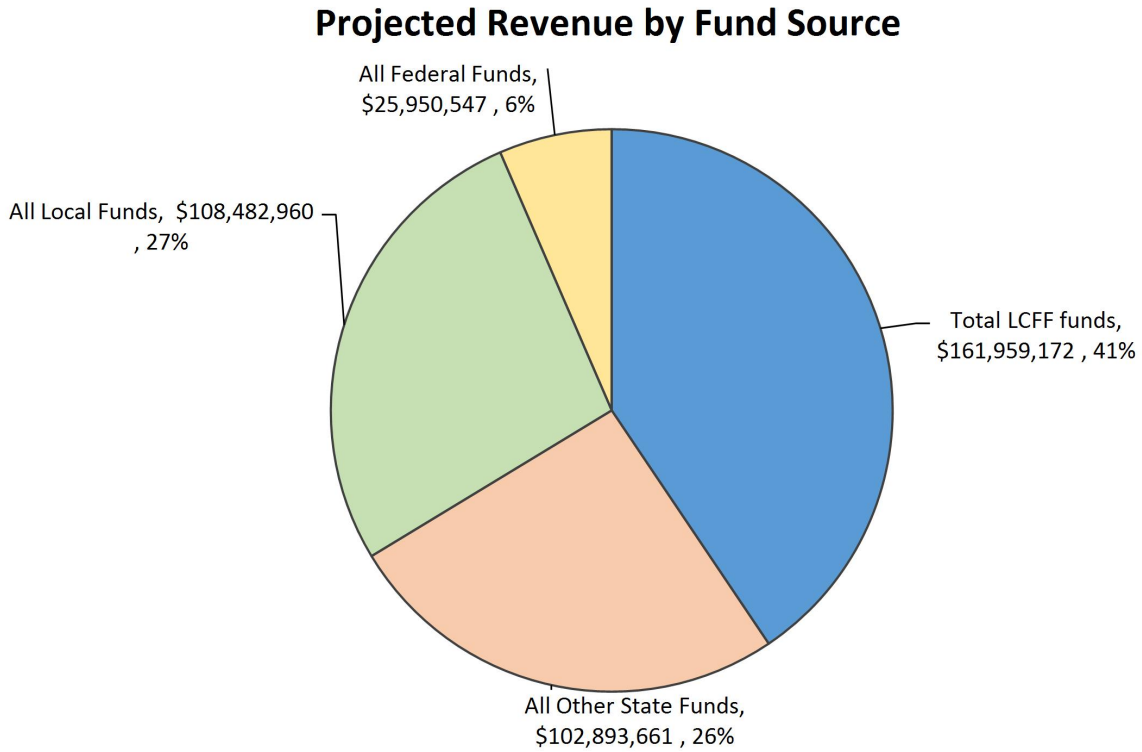
FUTURE WITHOUT BOUNDARIES℠

COE LCFF Budget Overview for Parents Template

County Office of Education (COE) Name: San Diego County Office of Education, JCCS, and Friendship School
CDS Code: 37103710000000
School Year: 2025-26
COE contact information:
Leilah Kirkendoll, PhD
Director
lkirkendoll@sdcoe.net
858-290-5662

County Offices of Education (COEs) receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF provides funding for 1) COE oversight activities of its school districts and 2) COE instructional programs in the form of base level of funding for all students and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year



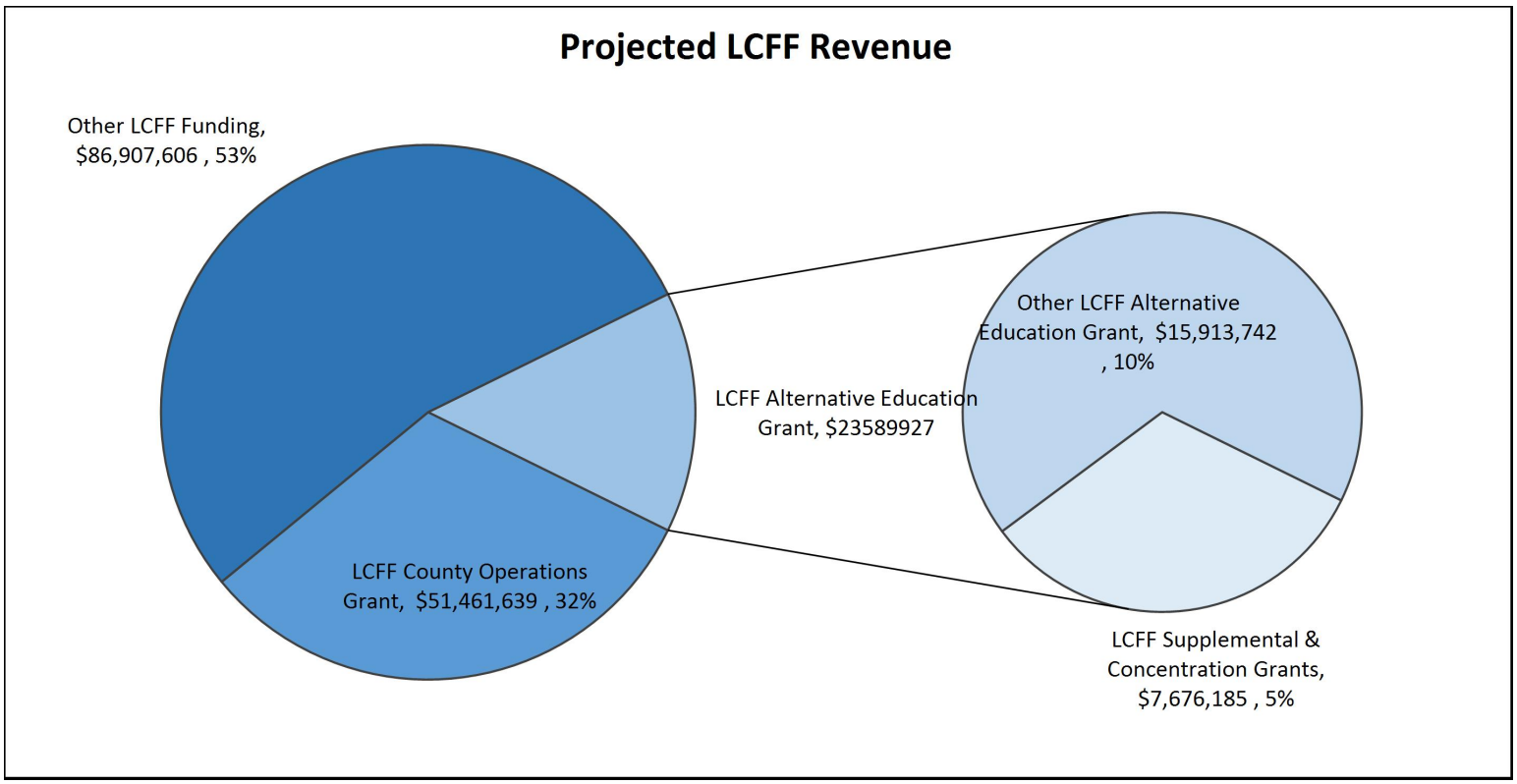
This chart shows the total general purpose revenue San Diego County Office of Education, JCCS, and Friendship School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Diego County Office of Education, JCCS, and Friendship School is 399,286,340, of which 161,959,172 is Local Control Funding Formula

(LCFF), 102,893,661 is other state funds, 108,482,960 is local funds, and 25,950,547 is federal funds.

Of the $102,893,661 attributed to All Other State Funds, $809,790 are attributed to the Student Support and Enrichment Block Grant.

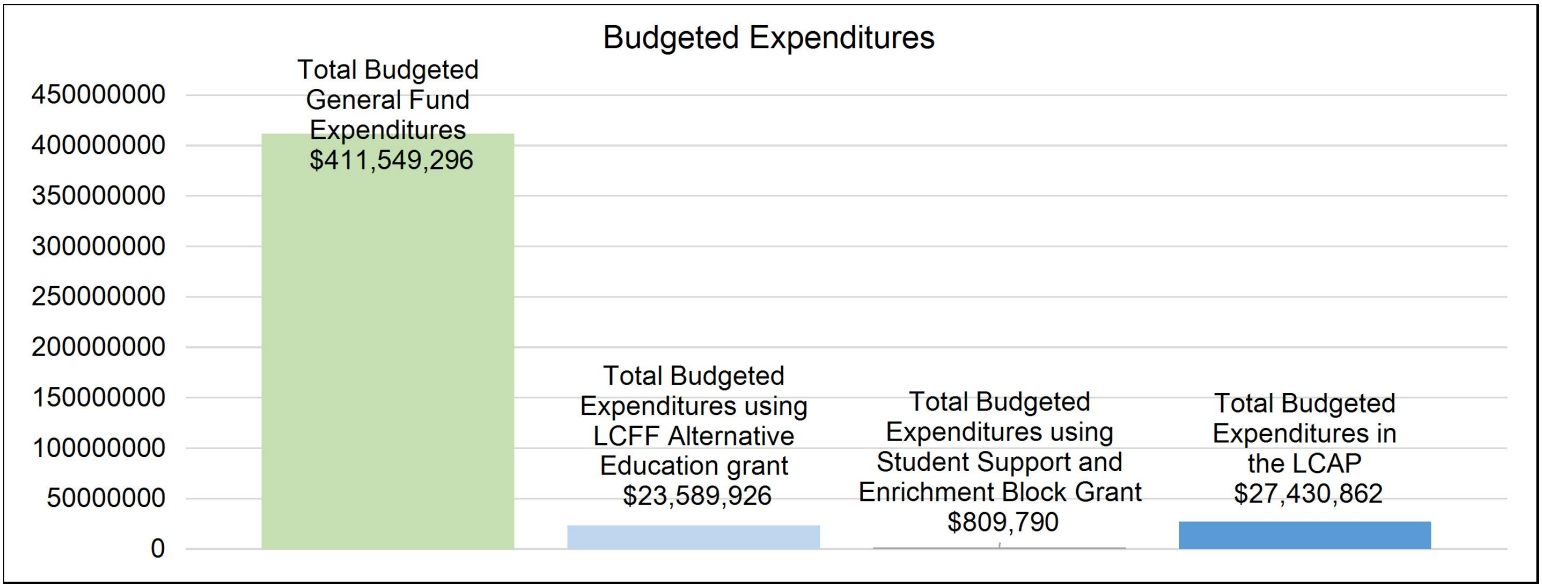
COE LCFF Budget Overview for Parents



This chart shows the LCFF revenue San Diego County Office of Education, JCCS, and Friendship School expects to receive in the coming year.

The text description for the above chart is as follows: The total LCFF revenue projected for San Diego County Office of Education, JCCS, and Friendship School is $161,959,172, of which $51,461,639 is attributed to the LCFF County Operations Grant, $23,589,927 is the attributed to the LCFF Alternative Education Grant, and $86,907,606 is other LCFF funds. Of the $23,589,927 attributed to the LCFF Alternative Education Grant, $7,676,185 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much San Diego County Office of Education, JCCS, and Friendship School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

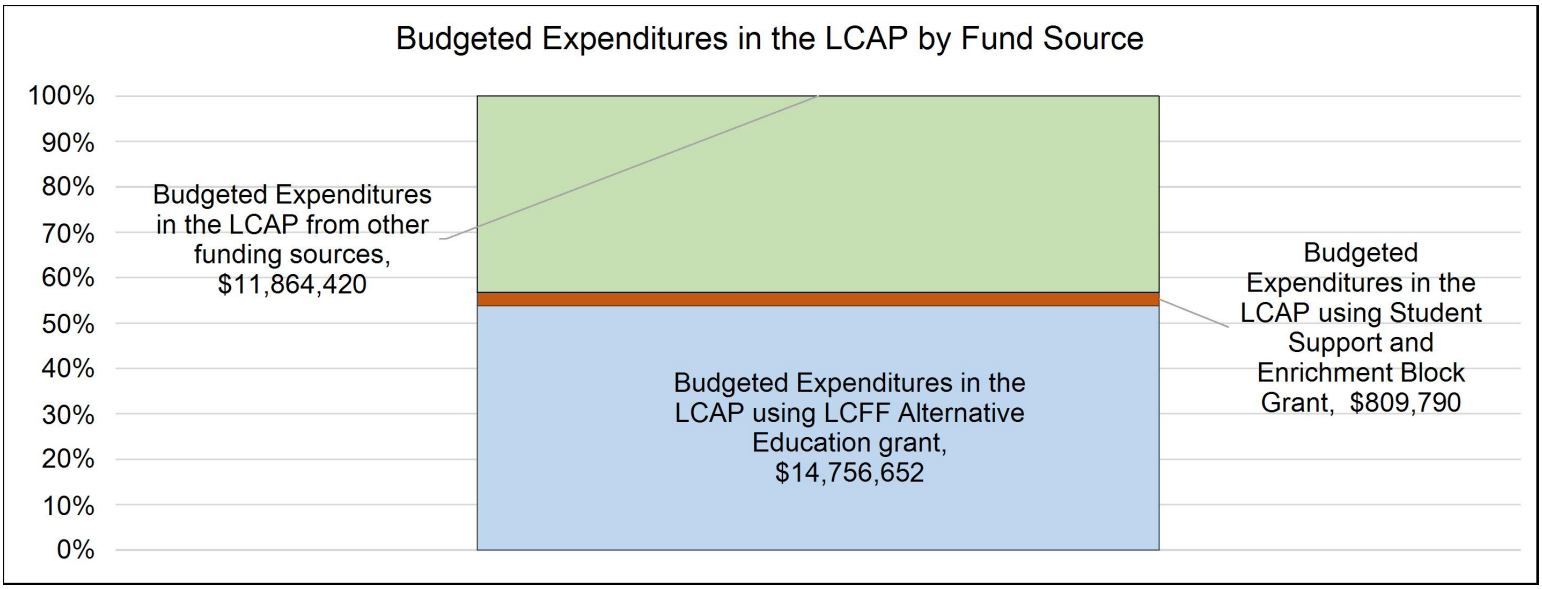
The text description of the above chart is as follows: San Diego County Office of Education, JCCS, and Friendship School plans to spend $ 411,549,296 for the 2025-26 school year. Of that amount, $ 23,589,926 is attributed to the Alternative Education Grant and $ 809,790 is attributed to the Student Support and Enrichment Block Grant. $384,118,434 of the General Fund Budgted Expenditures are not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The San Diego County Office of Education receives funds directly to support the 42 San Diego school districts in their services, i.e. human resources, payroll and Integrated Technology Services as well as JCCS and Special Education programs. The expenditures in the LCAP are limited to the JCCS and Special Education programs.

The total local allocation of LCFF funds to the Alternative Education program for LCAP goals and basic educational services is $30,270,394 million. This includes LCFF Base and S&C grants, as well as a portion of the COE LCFF hold-harmless increase. The funds directly included in the LCAP goals and actions for increased or improved services to unduplicated students total $14,756,652 million, consisting of $7,676,185 million in S&C grants and $7,080,467 million from the LCFF hold-harmless COE revenue increase.

LCFF base grant funds, projected at $15,513,742 million, provide the foundational educational services essential for achieving the LCAP's goals for all students. These funds are primarily used to support the core educational program of the Alternative Education Program, also known as Juvenile Court and Community Schools (JCCS).

We receive $23,589,926 in Alternative Education Program funds, of which $14,756,652 is spent on LCAP. The remaining $8,833,274 in Alternative Education Program funds not included in the LCAP is allocated to JCCS staffing costs, including classroom teachers, school principals, support personnel, business office staff, and program directors. It also supports essential operational needs such as classroom and office supplies, curriculum adoptions, facility leases, rents, and maintenance and operations costs which are critical for creating the learning environment necessary to support student success as outlined in the LCAP goals and priorities. While LCFF Base funds are not included in the calculation for increased or improved services for unduplicated pupils, they are essential in delivering the core program upon which supplemental services are built.



This chart provides a quick summary of how much San Diego County Office of Education, JCCS, and Friendship School plans to spend for 2025-26 for planned actions and services in the LCAP.

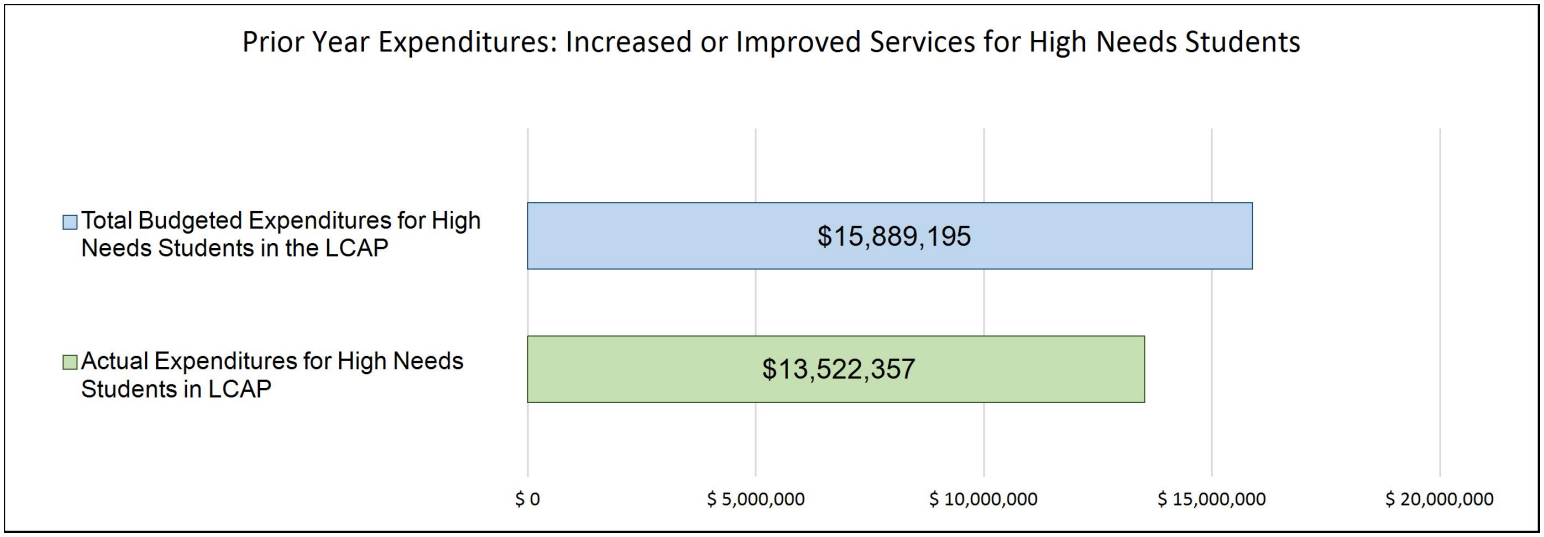
The text description of the above chart is as follows: San Diego County Office of Education, JCCS, and Friendship School plans to spend $27,430,862 on actions/services in the LCAP. Of those funds, $ 14,756,652 is attributed to the Alternative Education Grant and $ 809,790 is attributed to the Student Support and Enrichment Block Grant.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, San Diego County Office of Education, JCCS, and Friendship School is projecting it will receive 7,676,185 based on the enrollment of foster youth, English learner, and low-income students.
San Diego County Office of Education, JCCS, and Friendship School must describe how it intends to increase or improve services for high needs students in the LCAP. San Diego County Office of Education, JCCS, and Friendship School plans to spend 14,756,652 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what San Diego County Office of Education, JCCS, and Friendship School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what San Diego County Office of Education, JCCS, and Friendship School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, San Diego County Office of Education, JCCS, and Friendship School's LCAP budgeted 15,889,195 for planned actions to increase or improve services for high needs students. San Diego County Office of Education, JCCS, and Friendship School actually spent 13,522,357 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of 2,366,838 had the following impact on San Diego County Office of Education, JCCS, and Friendship School's ability to increase or improve services for high needs students:

Our LEA does not identify a material impact on services provided to high-needs students in the 2024–25 school year as a result of any discrepancy between planned actions/services and expected outcomes.

The primary reason for the gap between the original budget and estimated actuals is a reduction in educational service needs, resulting from declines in student enrollment and ADA in previous years, as well as the need to reduce overstaffing as those numbers remain steady in FY 2024–25. For example, some vacant supplemental teacher and classified support staff positions were not filled and have since been eliminated, as they were no longer necessary.

Furthermore, although there is a variance of approximately -$2.3 million between the LCAP budgeted expenditures and estimated actuals, the total estimated LCFF spending on high-needs students in 2024–25 is $13,522,357. This amount represents 181% of the minimum required LCFF Supplemental and Concentration funding of $7,468,812. The LEA continues to meet the Minimum Proportionality Percentage (MPP) requirement.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Diego County Office of Education, JCCS, and Friendship School	Leilah Kirkendoll, PhD Director	lkirkendoll@sdcoe.net 858-290-5662

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

We are committed to high expectations, social justice, and equity for all students. We value diversity and strive to eradicate institutionalized racism and discrimination in all forms. Our priority is to raise achievement of all students by eliminating the racialized opportunity gap that negatively impacts our students of color. We accomplish this by delivering culturally and linguistically responsive standards-driven instruction, courageous and advocacy-oriented leadership, and relevant professional learning. All JCCS community members stand personally committed and professionally accountable for achieving this mission.

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

Juvenile Court Schools and Community Schools - Equity Multiplier Schools
These schools serve approximately 2,005 students each year in 21 sites and classrooms throughout the county. The WASC-accredited program serves school-age youth who are either wards of the court, including those who are incarcerated, or have been referred by social services, probation, or one of the 42 school districts in San Diego County. In addition, our educational services are provided to youth impacted by expulsion, incarceration, pregnancy/early parenting, foster care, chronic truancy, substance dependency, neglect, abuse, and housing insecurity.

Monarch School - Equity Multiplier School
Monarch School is a K-12 public school serving the needs of children impacted by housing insecurity. The only school of its kind in the county, Monarch is a unique public-private partnership between SDCOE/JCCS and the nonprofit Monarch School Project, a 501(c)(3)

organization. SDCOE 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 - Equity Multiplier School
San Pasqual Academy in Escondido is a residential campus that seeks to serve approximately 38 teens in a therapeutic treatment facility. It opened in 2001 and was the first school in the country to specifically serve this population. It has recently transitioned to a new in-home service provider, Rites of Passage, and the provider seeks to significantly expand the program.

San Diego County Special Education School (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).

North Coastal Consortium School (North County Academy)
North County Academy serves as many as 100 students in grades kindergarten through 12 using a four-pronged approach: Academics, Educationally Related Mental Health Services (ERMHS), Environmental Supports, and Positive Behavior Supports. This Carlsbad campus is operated by the North Coastal Consortium for Special Education SELPA in affiliation with the San Diego County Office of Education.

Overall Juvenile Court and Community Schools (4 CDS Codes - Community, Court, Monarch, San Pasqual Academy)
Student Demographics (October 2024 Census Day)
Enrollment = 1015
Students who are Low Income (SED) = 95%
Students who are Multilingual Learners (EL) = 35%
Students who are Long-Term Multilingual Learners (LTEL) = 67%
Students in the Foster Care system = 4%
Students who are Unhoused = 34%
Students with Disabilities (SWD) = 27%
American Indian/Alaska Native = 0.6%
Asian = 0.5%
Black/African American = 11%
Filipino = 0.4%
Latinx = 75%
Native Hawaiian/Other Pacific Islander = 0.2%
White = 7.2%
Multiple = 4.4%
Missing = 0.3%

School Enrollment (October 2024 Census Day)
Friendship = 28
Monarch School = 225
North County Academy = 46

San Diego Community Schools = 510
San Diego Court Schools = 219
San Pasqual Academy = 33

For the purposes of this LCAP, and in an effort to honor our students and families, we use the phrase "students who are experiencing a lowered income" in place of "Socioeconomically Disadvantaged-SED" (Dashboard term). In the same vein, unhoused and students experiencing housing insecurity refer to our Homeless (Dashboard term) youth. In an effort to honor the multiple languages our students speak, we use the terms Multilingual Learner (MLL) in place of English Learner (EL) and Long-Term Multilingual Learner (LTMLL) in place or Long-Term English Learner (LTEL). Finally, Latinx replaces Hispanic (Dashboard term) for this document as it is more culturally accepted in our communities and with our educational partners. Unless otherwise noted, baseline data is from the 2022-23 school year and year one data is from SY 2023-24.

Also, JCCS includes Monarch School, San Diego County Community (Comm), San Diego County Court (Court), and San Pasqual Academy (SPA) for the purposes of this document. While there are five goals, there are many actions. The nomenclature for these will be: Goal 2.5 means Goal 2 Action 5. Where there is no action stated, it will refer to the entire goal.

The Student Enrichment and Support Block Grant will be utilized to enhance student support and enrichment opportunities aligned to our LCAP plan goals and actions to ensure that our teachers provide the highest level of instruction and delivery of supplemental support to students with the greatest needs in our county. This will be done through specific supports such as supplemental classroom software and supplies, training provided to teachers and other staff in areas such as social and emotional learning (SEL), Multi-Tiered System of Support (MTSS), positive behavioral interventions and supports (PBIS), reading intervention programs, increased resources for educational partners and student engagement, and other supports to enhance CTE and VAPA extra curriculum programs.

Finally, SDCOE is utilizing our court and community school base grant to continue increasing access to high quality K-12 education, dual enrollment and concurrent college enrollment. It is also being used to strengthen vocational, career technical education, visual and performing arts, the facilitation of college preparation and application support, ensuring high school completion and increasing graduation rates and student achievement.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Successes
According to the State Dashboard (2024) and an analysis of our local and Dashboard data, our successes are varied in nature. Below is a summary of our highlights on the Dashboard as we continue our efforts to focus on Student Climate as well as college and career readiness - LCFF Priority 5 and 6, Pupil Engagement and School Climate respectively. In the areas of Pupil Engagement, SDCOE continues to be challenged by our graduation rate, however, our Chronic Absenteeism Rates decreased overall in Community Schools earning them an Orange (5.9% decrease in K-8 and 1.4% decrease in 9-12). In addition, our decrease at the Monarch School was 3.2% earning them a color of Yellow. Overall for SDCOE, the decrease of 4.4% earned a Yellow for all students. The other measurement of engagement, our

suspensions, were greatly improved as well. Overall SDCOE earned Green, with a decrease of 2.4% overall. San Pasqual Academy decreased 13.4% and Monarch 6.3% earning Yellow and Blue respectively.

Our next area of success was found in preparing students for postsecondary success as measured by the College and Career Indicator (CCI). With an overall increase of 13.6% we earned Yellow for SDCOE. In addition, notable mention is given to Community Schools who maintained and were able to earn Orange (a 7.4% overall). We understand that there is much more to be done, however, we believe that this growth is reliable as we have shown growth in our local data as well.

Another area of success was found in Monarch and San Pasqual Academy exiting Comprehensive Support and Improvement due to their success in dashboard advances.

Our final area of success to be highlighted is the results from our Renaissance Learning Reading and Mathematics (local assessment). Our numbers show an overall 13% increase to 54% growth in our Reading Assessment and a 3% growth in Mathematics. The disaggregated data below shows the student groups with their percentage points of difference. We see that our Latinx students decreased in Reading and our Students with Disabilities decreased in Math a few points, all others increased and some more than others.
2023-24 EOY Reading % showed an increase >.5 points in their Post Test = .5 of year in >=90 days
All JCCS = 54% (13% increase), African American = 38% (6% increase), Multilingual Learner (EL) = 50% (9% increase), Foster Youth = 50% (31% increase), Latinx = 54% (13% increase), Unhoused = 60% (16% increase), Low Income = 42%, (12% increase), Students with Disabilities = 41% (15% increase)
2023-24 EOY Mathematics % showed an increase >.5 points in their Post Test= .5 of year in >=90 days
All JCCS = 52% (3% increase), African American = 49% (7% increase), Multilingual Learner (EL) = 51% (3% pts.) Foster Youth = 44% (19% pts.), Latinx = 51%(1% pts.), Unhoused = 55% (4% pts.), Low Income = 50% (2% pts.), Students with Disabilities = 49% (3% pts.)

This data informs our continued work and validates our collective efforts; we know with persistence we can show growth and greater outcomes for our students. This data also represents an academic year of hard work in professional learning, embedded and whole group coaching, as well as planning and executing a more rigorous curriculum with attention to our students who have been supported through our Reading Intervention strategies, and our Designated and Integrated EL strategies. Again, we will not be content with our rates of progress, especially focusing on our Long-Term English learners to ensure they have the support needed to move to the greater levels of academic English attainment and development.

Challenges
Per our LCAP instructions, please find the Dashboard (2023) data for historical and comparison purposes.
The SDCOE and other schools that received the lowest performance level on one or more state indicators on the Dashboard (2023) were:
San Diego County Community (Community)
San Diego County Court (Court)
Monarch (Monarch)
San Pasqual Academy (SPA)
North County Academy (NCA)

The student groups in SDCOE that received the lowest performance (red) on one or more state indicators on the 2023 Dashboard were:

*All SDCOE: Suspension Rate, Graduation Rate, College and Career Indicator
*African American: Graduation Rate, Suspension Rate
*Multilingual Learner (English Learners): College Career Indicator, Graduation Rate; Suspension Rate
*Foster Youth: Suspension Rate; Graduation Rate
*Latinx: College and Career Indicator, Graduation Rate
*Unhoused: Chronic Absenteeism; College and Career Indicator; English Language Arts; Graduation Rate; Suspension Rate
*Low Income (SED): College Career Indicator; Graduation Rate; Suspension Rate
*Students with Disabilities: Chronic Absenteeism, Graduation Rate
*Two or More Races: Suspension Rate

The Student Groups within the schools performing at the lowest level (red) in one or more state indicators on the 2023 Dashboard:
Community Schools:
*College and Career Indicator: All, Multilingual Learner (EL), Latinx, Low Income, Students with Disabilities, Unhoused
*Graduation Rate: Multilingual Learner (EL), Latinx, Low Income, Students with Disabilities, Unhoused

Court Schools:
*Graduation Rate: All, Latinx, Low Income

Monarch:
*Chronic Absenteeism: All, Latinx, Low Income, Students with Disabilities, Unhoused,
*Suspension Rate: All, Latinx, Low Income, Multilingual Learner (EL), Students with Disabilities, Unhoused
*English Language Arts: All, Low Income, Unhoused

San Pasqual Academy:
*Suspension Rate: All, Foster Youth, Low Income

North County Academy:
*Chronic Absenteeism: Student with Disabilities
*Suspension Rate: Latinx, Students with Disabilities

According to the State Dashboard (2024) and an analysis of our local and Dashboard data, our challenges are varied in nature as well. Below is a summary of our highlights on the Dashboard as we continue our efforts to focus on students' achievement - LCFF Priority 4 - English Languages Arts, Mathematics and Multilingual learner (EL) Progress each earned red for SDCOE and Community; however, Monarch earned Orange in ELA. Though our State Dashboard shows these decreases in Reading, Math and MLL Progress, our analysis suggests that the inability to achieve the participation rate was the greatest concern, as the penalties were significant. Our local data shows significant progress in reading as well as some in mathematics and MLL Progress. In addition, LCFF Priority 5 - Graduation Rate continues to be a challenge for our Alternative Program as well, earning SDCOE, Community, and Court School Red in the tachometer reading.

The SDCOE and schools that received the lowest performance level (red) in one or more state indicators on the 2024 Dashboard were:
SDCOE: Graduation rate, English Language Arts, Math, Multilingual learner (EL) Progress

San Diego County Community (Community): Graduation rate, English Language Arts, Math, Multilingual learner (EL) Progress
San Diego County Court (Court): Graduation Rate, Multilingual learner (EL) Progress
Monarch (Monarch): Multilingual learner (EL) Progress
Neither SPA nor NCA had any red indicators on the 2024 Dashboard

The student groups in SDCOE that received the lowest performance on one or more state indicators on the 2024 Dashboard were:
*All SDCOE: Graduation Rate, English Language Arts, Mathematics, Multilingual learner (EL) Progress
*African American: Graduation Rate
*Foster Youth: Graduation Rate
*Latinx: Graduation Rate, English Language Arts (ELA), Mathematics
*Low Income (SED): Graduation Rate, English Language Arts (ELA), Mathematics
*Multilingual Learner-MLL (EL): Graduation Rate, MLL-EL Progress; English Language Arts (ELA), Mathematics
*Long-Term Multilingual Learner -LTMLL (LTEL): Graduation Rate, MLL-EL Progress; English Language Arts (ELA), Mathematics
*Unhoused (Homeless): Graduation Rate, English Language Arts (ELA), Mathematics
*Students with Disabilities: Graduation Rate, College Career Indicator
*White: Suspension Rate

The Student Groups within the schools performing at the lowest level (red) in one or more state indicators on the 2024 Dashboard:
Community Schools:
*Graduation Rate: Multilingual Learner (EL), Latinx, Low Income (SED), Long-Term Multilingual Learner, (LTEL), Students with Disabilities, Unhoused
*Suspension Rate: Foster Youth
*English Language Arts: Latinx, Low Income (SED)
*Mathematics: Latinx, Low Income (SED)
*Multilingual Learner Progress: Multilingual Learner (EL), Long-Term Multilingual Learner (LTEL)
*College Career Indicator: Students with Disabilities

Court Schools:
*Graduation Rate: Latinx, Low Income (SED), Students with Disabilities
*Multilingual Learner Progress: Multilingual Learner (EL), Long-Term Multilingual Learner (LTEL)

Monarch:
*Chronic Absenteeism: Students with Disabilities (SWD)
*Multilingual Learner Progress: Multilingual Learner (EL), Long-Term Multilingual Learner (LTEL)

San Pasqual Academy:
*No indicators in red

North County Academy
*No indicators in red

SDCOE has spent all Learning Recovery Emergency Block Grants in the 2024-25 school year and therefore, have no further expenditures to make note of at this time.

As SDCOE, we are not including expulsion in our metrics as we do not do expulsions and we no longer collect middle school dropout data; we now collect grades 7-12 only. We have also excluded the CTE Pathway Completion rates; our students are not able to complete pathways due to short-term enrollments.

As mentioned above, State priorities 4B, 4C, and 4D are greatly impacted due to short term enrollments. This is the reason for a metric for courses taken but not completed (a-g and CTE); however, we are monitoring enrollment in a-g and CTE and making note in our metrics. While we offer exploratory and introductory courses, the short-term enrollments heavily affect actual rates of completion. For State Priority 8, we offer a broad course of study for each of our students, including health, visual and performing arts, and PE, where possible. However, due to the abundance of short-term enrollments, our measurement of student progress is done in a variety of manners. Our first measure of student progress is with our 90-day pre and post test. This assessment assists us in identifying the needs of our students and it assists in meeting those needs through interventions (reading and mathematics specifically). In addition, we have quarterly progress monitored by counselors and teachers to ensure success in course credit attainment. We also have daily measures to monitor students' outcomes in the classrooms via the teacher and assistants to ensure just-in-time support, as needed, for success in the courses offered.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

In SDCOE six student groups met the criteria for Differentiated Assistance (DA). The six student groups in need of targeted concentration as evidenced by our Dashboard results, goals, and actions are:

Students who are experiencing housing insecurity (Homeless) - Met Criteria in Priority Area 4 [English Language Arts, Mathematics, MLL (EL) progress], Priority Area 5 (Graduation Rate)

Students who are Latinx (Hisp) - Met Criteria in Priority Area 4 [English Language Arts, Mathematics, MLL (EL) progress], Priority Area 5 (Graduation Rate)

Students who are Multilingual Learners (EL) - Met Criteria in Priority Area 4 [English Language Arts, Mathematics, MLL (EL) progress], Priority Area 5 (Graduation Rate)

Students who are Long-Term Multilingual Learners (LTEL) - Met Criteria in Priority Area 4 [English Language Arts, Mathematics, MLL progress(EL)], Priority Area 5 (Graduation Rate)

Students who are Low Income (SED) - Met Criteria in Priority Area 4 [English Language Arts, Mathematics, MLL progress(EL)], Priority Area 5 (Graduation Rate)

Students with Disabilities (SWD) - Met Criteria in Priority 5 (Graduation Rate) and Priority 8 (College and Career Indicator)

Due to the instability, low income and performance in these student groups, at four of our schools (Community, Court, Monarch and SPA), we are required to have Equity Multiplier Focused Goals to address the areas of need. We will also target our Differentiated Assistance work to align our efforts at intervention through our Multi-Tiered System of Support structure and utilizing our universal screener and interventions to meet the needs of our students. In addition, SDCOE locally focuses on our work with our students with disabilities in the area of CCI as we know that is an identified area of need. We will also work on the suspension rate of our White students (these students are predominantly from Arab countries in our context) as that appears to be a challenge at this time as well. This work of improvement will continue in these areas and others through our work with the Imperial County Office of Education (ICOE), our partners for Differentiated Assistance (Goal 1.2, 2.3, and 2.4). Through our work with ICOE in 2024-25, we have continued in the use of the Data Use Self Assessment (DUSA). Through this tool we are able to see our need for further growth in our participation rate on our CAASPP and ELPAC. The inability to grow our participation rate caused great penalties to our scores. Finally, our work in initiative and assessment inventories are also allowing us to focus our efforts on streamlining the collection and distribution of data for the purpose of continued improvement.

However, our work in data informed processes also allows us to see our growth in systems and structures and we are also able to discover ways to be more effective with our data collection, sharing, storage, and retrieval systems. In addition, we are creating a space for clarity via norms and expectations for the way we conduct data dives and protocols. Being data driven and data informed is our goal for an effective program and to meet the needs of our students and staff. We look forward to continuing growth in these areas and others. In addition, we are looking at how our use of data can improve our participation rates so that we are able to get a clearer picture of our students, their needs, as well as our services provided to assist them.

Currently, in addition to our work with ICOE, we are also working with California Collaborative for Educational Excellence (CCEE) as participants in the African American Student Success Network. CCEE is the statewide leader whose mission is to deliver on California's promise of quality, equitable education for every student. It was established by the California State Legislature and Governor to advise and assist local educational agencies (LEAs) in achieving the goals and objectives in their LCAPs. They also provide universal, targeted, and intensive support and resources for LEAs, often working in collaboration with community-based nonprofit organizations. In partnership with the California Association of African American School Administrators (CAAASA) and CCEE, the African American Student Success Network's focus is to identify barriers and evidence-based solutions to improving the academic and social and emotional learning (SEL) outcomes of African American/Black students in California. Through the collaborative efforts of CCEE, CAAASA, and several districts and county offices of education from throughout the state, we have identified the following root causes for poor educational outcomes for this population, which include but are not limited to the following:
*Insufficient teacher qualifications
*External and internal politics
*Racial bias/belief systems
*Lack of awareness and focus of leadership at each site and district level
*The absence of system-wide accountability

Specific to this very important project and opportunity, we (JCCS) have identified our problem of practice to focus on increasing student engagement and decreasing chronic absenteeism rates for African American/Black students via the Community Schools framework. Our primary strategy is to implement the Project for Education Research That Scales (PERTS) Elevate survey to aid us in measuring the quality

and equity of learning conditions and provide practical recommendations for cultivating equity in each condition. The Elevate survey is administered to school sites every eight weeks and includes the following:
*Student responses to “Affirming Identities” and “Classroom Community” questions will be disaggregated by the focus group participants and used for continuous improvement.
*School social workers and classroom teachers will analyze the data and create actions to increase student outcomes based on the identified questions.
*Staff will use additional interventions and support that will include, but not limited to, Personal Learning Plans (PLPs), Student-led Conferences, dual enrollment in college, CTE and VAPA certification programs, civic engagement, and student leadership opportunities.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

San Diego County Community School (Community) and San Diego County Court School (Court)

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

San Diego County Office of Education met the criteria for Comprehensive Support and Improvement (CSI) based on the 2024 Dashboard under ESSA due to:

~San Diego County Community in the indicators: Graduation Rate - at 46.6% [MLL 43.7%, Latinx 47.5%, Unhoused 40.7%, LTEL 42.4%, Low Income 46.5%, SWD 47.5%]
~San Diego County Court in the indicators: Graduation Rate - at 61.2% [Lat 63.9%, SED 61.2%, SWD 50%]

San Pasqual Academy exited CSI; Monarch exited CSI and is under TSI while progress and improvements are continually monitored.

Being identified for CSI means that SDCOE (as an LEA) will receive additional funds to provide customized support in graduation rates and all areas leading to graduation rates as well as successful post-graduate planning for Community Schools and Court Schools. For example, a mid-year modification in each school in each region made was to ensure a time for Designated ELD and Reading/Math Intervention support on a daily/weekly basis respectively., after reviewing our dashboard results and mid year local assessments. CSI resources are being used for evidence-based interventions to specifically address improved graduation rates, by improving Multilingual learner (EL) progress, Mathematics and English language arts results (Dashboard areas of growth), as well as supports for academic interventions, social and emotional learning (SEL), and MTSS implementation. School Plans for Student Achievement (SPSA), are aligned to the LCAP goals and will be approved by each of the CSI schools' School Site Council (SSC) with input from the English Learner Advisory Council (ELAC).

JCCS administration supports the CSI-identified schools in developing their 2025-26 SPSAs including: school level needs assessments, evidence based interventions, and identification of resource inequities (we have none). In addition, JCCS administration supports the evaluation of the CSI-SPSAs in an effort to ensure progress and modification needed (as shared in the example above). Our SPSAs encompass the CSI funds, and this development is supported by conducting nine regional LCAP Community Forums for students, parents, staff, and educational partners across the county. The LCAP Community Forums are outreach events that solicit educational partner input to prioritize areas of focus around our needs assessment and Dashboard results. Although we have had some areas of growth in the engagement and social and emotional support for our students and families, as evidenced by the increase in attendance and the decrease in chronic absenteeism, we also acknowledge the need to continue spending our time and resources to improve student performance in these and academic areas of greatest need as well as in our graduation rates. Staff, parent, student, and partner survey data were also used as a part of the school-level needs assessment. Survey results and input from each outreach event was used in the development of the LCAP goals and actions. CSI priority areas of growth are embedded in JCCS LCAP goals and actions. All educational partner input obtained at LCAP meetings is shared with the SSC for the development of the SPSAs. Finally, we have determined that there are no resource inequities. We have a general fund/state funds and Title I-A allocation methodology. CSI funds are allocated 100% to each school per the CDE grant allocation report.

The two CSI-identified schools will include CSI improvement actions in their 2025-26 SPSAs. 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 and senior director and strategically coordinated by the school site principals and SSC presidents to work on an annual comprehensive needs-assessment and the evaluation of individual site SPSA goals and action plans.

Because it is still appropriate, there is a need to remind our partners of why our graduation rates appear so low for 2024.
SDCOE and its four JCCS schools are a part of the Dashboard Alternative School Status (DASS), as adopted by the CDE. This designation sought to provide a fair assessment of programs that serve students in alternative and other settings. "In 2017, the State Board of Education (SBE) directed the California Department of Education (CDE) to explore the development of modified methods, where appropriate, to fairly evaluate and support alternative schools and their progress." By 2018, the CDE began to incorporate the use of modified methods when calculating the Academic and Graduation Rate Indicators for alternative schools on the Dashboard. During this time, our schools were able to experience a drastic increase in our graduation rates as we realized the root cause. As a system, our students were being judged by the four-five year cohort vs. the one year cohort; meaning a student entering our system as a fourth year student with the credits of a 10th grader was being judged as a 12th grader versus a 10th grader. The implications for this were the 4-5 year cohort student was being judged as a 12th grader and expected to graduate versus the reality of that student as 10th grader by credits with much left to complete both for competencies, assessments, and for completion toward graduation.
Our Graduation Rates for 2020-21 based on this one-year model: Community - 79.1%, Court - 93.9%, Monarch - 93.8, San Pasqual Academy - 92.9%
Our One Year Graduation Rates for 2023-24: Community- 86.4%, Court - 100%, Monarch - not reported, San Pasqual Academy - 94.4%
Our 4-5 year Cohort Graduation Model 2023-24: Community - 46.6%, Court - 61.2%, Monarch - 57.9%, and San Pasqual Academy - 75%.

On July 27, 2022, the U.S. Department of Education declined California's waiver request that would allow for the continued use of modified methods for calculating the Academic and Graduation Rate Indicators. (CDE, 2023) Therefore, our graduation rates now appear to be greatly decreased. Per CDE standards, the rates for Community and Court Schools (Monarch and SPA are not being included due to their low number of students) are below the 68% 3-year average and therefore triggers the system for CSI support. Per the CDE, because we are a

DASS school, we receive the label as a "DASS Community of Practice" for those that meet the eligibility for CSI low graduation rate or low performance to distinguish the uniqueness of these schools and the students served.

Finally, we have determined that there are no resource inequities in SDCOE schools. We have a general fund/state funds and Title I-A allocation methodology. CSI funds are allocated 100% to each school per the CDE grant allocation report.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The SDCOE Juvenile Court and Community Schools (JCCS) leadership team continues to meet with experts in improvement science from the Imperial County Office of Education to investigate the root causes and ways to address these in our ELA, Math, and MLL Progress performance gaps, graduation rates, issues of chronic absenteeism, suspension rates, and ways to improve in our College and Career Indicator. In addition, we are using data to monitor and continuously improve attendance and subsequently, participation rates in local and State assessments. The student data and achievement supervisor and JCCS data team continue to complete interim reports for each CSI school identifying their progress in meeting goals associated with California School Dashboard outcomes. These monitoring reports are used to monitor implementation and ultimately evaluation of the goals and outcomes. The reports are reviewed by JCCS leadership and a thorough data review with next steps is completed. Additional support and interventions will be identified and offered if insufficient progress is made. In addition, members from SDCOE's leadership team 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 assessment data, district-provided chronic absenteeism reports, and additional local assessment data (Renaissance learning pre/post test).

The JCCS District Equity Leadership Team (DELT) and JCCS administration are responsible for monitoring and evaluation of the effective implementation of CSI support 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 redirect resources and staff as needed to support CSI eligible schools: Community Schools and Court Schools. Multiple assessment measures, including the Dashboard results and local assessments, are used to monitor and evaluate the overall effectiveness of the CSI support implementation. A local assessment (Renaissance Learning) will continue to be administered every 90 days to monitor student growth, guide instruction, and target interventions. In addition, interventions in reading and mathematics are offered. 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 SSC and ELAC where applicable. The SSC/ELACs are responsible for approving the school's SPSA and will provide site-level monitoring and evaluation of the effectiveness of the SPSA and CSI supports for improvement based on the results of the needs assessment.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Students and Parents/CASAs/Families/Alumni	The engagement of parents, families, and students is a task we don't take lightly at SDCOE. We have five dedicated parent and family liaisons that lead this work in SDCOE however, they work with the certificated and classified staff to meet this goal. As an LCAP Team, we send invitations to each home in multiple languages along with calls, texts, and emails to our hosted nine regional LCAP Forums, which were held between January and February 2025 (8 in-person, 1 virtual, and 2 were hybrid). Our process for the forum is to ensure we update our educational partners on the status of our LCAP goals/actions, progress on our Dashboard and local indicators as well as the monies spent to-date, ensuring proper spending patterns and transparency with our families. In addition, the focus on our Equity Multiplier Funds and progress was discussed greatly - the needs, the actions, and the money alignment. The rest of the forum is dedicated to listening to how we best serve the students and families via our goals and actions as well as suggestions for improvement. We then provide surveys to all, parents/CASAs/students, and ask them to share any further thoughts or ideas at any time. LCAP Attendance: East am (Arabic/English) - 27; East pm (English/Spanish) - 28; Monarch (English/Spanish) - 42; North (English/Spanish) - 21, South (English/Spanish) - 24, San Pasqual Academy - 46, SOAR (Court schools) - 59, Metro (English/Spanish) - 30, Virtual (English/Spanish) - 15 Total- 292

Educational Partner(s)	Process for Engagement
	LCAP Progress Survey: Parents 15 (5 Spanish, 2 Arabic): Student 238 There were many parents and students in person and they gave robust feedback, feeling as though surveys weren't needed.
Teachers, Administrators including Principals, Classified and other Certificated staff and Local Teacher and classified (other school personnel) bargaining unit leadership	In order to help engage and bridge the gap between school and home, we have 5 dedicated parent and family liaisons that lead this work; they work with the certificated and classified staff to meet this goal. As an LCAP Team, we send invitations to each home in multiple languages along with calls, texts and emails to our hosted nine (9) regional/virtual LCAP Forums which were held between January and February 2025 - 8 in-person, 1 virtual and 2 were hybrid. Our process for the forum is to ensure we update our educational partners on the status of our LCAP goals/actions, progress on our Dashboard and local indicators as well as the monies spent to-date, ensuring proper spending patterns and transparency with our families. In addition, the focus on our Equity Multiplier Funds and progress was discussed greatly - the needs, the actions and the money alignment. The rest of the forum is dedicated to listening to how we best serve the students and families via our goals and actions as well as suggestions for improvement. We then provide surveys to all, Teachers, Coaches, Administrators, Counselors and Classified with CTE staff (and all attendees) and ask them to share any further thoughts or ideas at any time. Upon completion of all forums and surveys the data was compiled; the District Equity Leadership Team hosted a "data dive" party where the theming of the data and the noticing of outliers and common themes began to emerge. It was held on February 26, 2025. We then did the same with the Instructional Team (our Instructional coaches and our division Administrators, including Special Education Administrators) on March 5, 2025 and then one last time with each of the regions, the SSCs/ELACs through the month of March. Finally, the leadership of the local certificated (teachers, counselors, coaches) and classified bargaining units had a chance to see and give input on all goals and actions, including Equity Multiplier Goals, one more time before for input in the first draft. They also gave their feedback and

Educational Partner(s)	Process for Engagement
	requests, based on our needs assessment at our leadership meeting on April 9, 2025. Each school leader will have the chance to review, ensure accuracy, and give final input in spending by May 7, 2025. The administrators brought the Equity Multiplier monies to solicit ideas for expenditures to meet the goals on April 10th and 11th at monthly teacher and staff meetings for Monarch, SPA, Community and Court Schools, along with the LCAP data. Principals and parent and family liaisons along with staff and students at the SSC/ELAC meetings shared the goals and the amounts for the funding and gave their feedback on how to spend the Equity Multiplier monies effectively. LCAP Attendance at Forums: Certificated (Teachers) - 60, Classified (Other School Personnel) - 45, Administrators including Principals - 50, Counselor/SW -13 LCAP Progress Survey: 83 (Adm. 6, Classified - 21, CTE - 1, Social Work/Counselor - 9, Teachers - 46)
Community partners/Probation/Rites of Passage-SPA residential/Grandparent Connection/Lawyers/Social Workers	We have five dedicated parent and family liaisons that lead this work in SDCOE however, not alone. As an LCAP Team, we send invitations to each home in multiple languages along with calls, texts and emails to our hosted nine (9) regional LCAP Forums which were held between January and February 2025 - 8 in-person, 1 virtual and 2 were hybrid. For our partners in probation, Rites of Passage and Friends of SPA, along with the Monarch Project, we brought the forum to their location and conducted the Community Forum on their campus. The forum at SPA is hybrid (by request) due to its remote location and the time of day. In addition, we invite our VAPA Partners, our CTE partners and our community based organizations to offer feedback. Our process for the forum is to ensure we update our educational partners on the status of our LCAP goals/actions, progress on our Dashboard and local indicators as well as the monies spent to-date, ensuring proper spending patterns and transparency with our families. In addition, the focus on our Equity Multiplier Funds and progress was discussed greatly - the needs, the actions and the money alignment. The rest of the forum is dedicated to listening to how we best serve the students and families via our goals and actions

Educational Partner(s)	Process for Engagement
	as well as suggestions for improvement. We then provide surveys to all partners and ask them to share any further thoughts or ideas any time. Our Equity Multiplier Schools (Community, Court and Monarch, SPA) were able to engage their staff and partners on the goals and actions through staff meetings, PLCs as well as through their SSC/ELAC. Attendance: Community Partners - 44, CTE - 1 LCAP Progress Survey: Partner - 10
School site Council (SSC)/English Learner Advisory Council/ District Parent Advisory Council (DPAC)/District English Learner Advisory Council (DELAC)	Parents/guardians in our DPAC/DELAC and SSCs were participants in our regional forums and also completed surveys; they were also consulted in the development of our new goals and were able to give further feedback on our forum and survey responses. On April 16-17th they gave their input on the Equity Multiplier focused goals for the schools Monarch, SPA, Court Schools and Community Schools. The final discussions prior to the LCAP development and Equity Multiplier Goals and Actions were at their SSC/ELAC meetings the week of April 17, 2025. Input was given on the LCAP and Equity Multiplier goals along with expenditure alignment on April 17, 2025 with final input on May 15, 2025 at the DPAC/DELAC meeting.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Our educational partners participated in our forums and surveys to contribute their voice to the process of educating their children, clients, and loved ones. The feedback gathered was extensive, from students, parents, and employees, alike. The feedback from these educational partners at their schools, generating Equity Multiplier Funds (Monarch School, Community Schools and Court Schools, San Pasqual Academy,) as well as their influence on the development of the final LCAP are listed below. It is important to mention that once the feedback was received and the LCAP drafted, the goals, actions, monies and needs assessment data were taken back to through their SSC/ELAC and DPAC/DELAC to ensure their ideas and requests were included in the final adoption of the LCAP.

In alignment with the district's commitment to continuous improvement, qualitative feedback was collected from students, parents, community partners, and school employees across multiple sites. This data was analyzed in relation to five key goal areas outlined in our Local Control and Accountability Plan (LCAP). The findings highlight both strong practices and areas needing strategic attention to ensure equitable support for all students.

One major strength evident from both employee and parent feedback is the strong sense of support and communication among school staff. Employees consistently indicated agreement or strong agreement with statements regarding staff collaboration, access to support, and

knowledge of how to assist all students. The use of the parent and student portal was once again requested and we were so excited to report that the planning has paid off. The request for newsletters and a shared calendar of events was also prevalent. Pilots of the program have already begun. In addition, there is a request to continue to improve these systems for more consistency in reports of progress. While there is some improvement, others disagreed or were uncertain about how well schools communicate academic expectations or promote parent participation, indicating inconsistencies in engagement or outreach efforts across sites.
Across students, parents, and employees, there is a strong consensus that the school promotes academic success and that educators encourage students to pursue their goals. Similarly, parents and caregivers praised the programs and thanked the schools for their efforts, with many responses regarding academic encouragement, collaboration, and access to support services. To this end, there are requests to continue reading intervention and support as well as support for our Multilingual learners; this includes raising the level of rigor in courses and providing support as well. In addition, there are continued requests for more visual and performing arts opportunities for all students that are consistent with the past years as well as more request for physical activity/sports. Students and employees continue to ask for PBIS incentives for behavior and academics, and more Career Technical Education (CTE) opportunities/internships. These include more access to computer use consistent with the world of work: Microsoft tools, cybersecurity, etc. Finally, students report feeling more safe on both the local survey and CHKS, however, CHKS shows a decrease in connectedness whereas the local LCAP survey shows an increase. Therefore continued opportunities for connection through community building, check-ins in addition to a greater attention toward students continuing to feel connected and safe, will be the focus.

Areas of Influence to the LCAP:

Another clear strength is the broad offering of enrichment opportunities and postsecondary preparation efforts, as responses related to career readiness and engagement. Educational partners mentioned programs like internships, driver's education, and horticulture certification programs. The emphasis on experiential learning through guest speakers, career days, and college field trips also reflects a system that prioritizes real-world preparation. To this end, Motivating students toward attending school more consistently was suggested along with enriched learning activities (field trips, college courses, etc.) While these areas are continually addressed, we are working to build a system where this information is readily available.
The feedback also highlights challenges such as substance abuse, inconsistent attendance, language barriers, financial instability, and transportation issues for some. These factors significantly impact students' perseverance toward academic success and suggest the need for targeted intervention strategies. This is consistent with the continual request for information on alcohol, tobacco, and other drugs, including vaping as well as other topics related to mental health support and referrals from parents and students alike.
In response to our goals of efficiency and effectiveness as well as continuous improvement, we are continuing to use data to strengthen and refine the focus of our work to meet the needs of each student. For the 2024-25 school year, we have continued to expand our work in Synergy, the student information system, from all of the areas of attendance and transcripts, an MTSS Module to support data and documentation of behaviors and interventions that work. We are continuing to try and improve the documentation of interventions that assist our students as they move between school programs. The next piece, in 2025-26, is the rollout of our gradebook and the system to produce progress reports, report cards and opportunities for students and families to have access to academic, attendance and behavioral activities. Our next step is to develop and train our students, families, and any other educational partners in how to access and fully utilize the parent portal. In addition, we will increase our internship and externship opportunities, providing paid opportunities when possible. And, as requested by our students, families and community partners, we will include allowances and opportunities for the ascertainment of clothing that is consistent with the opportunities we are providing. This will have a great impact on the entire system, and it will be woven, where possible, into each of our goals.

* A student information system in which parents/guardians and students can access was requested. In our student information system, Synergy, we are ready for training and implementation. We will introduce, train, and coordinate implementation for students and parents (we began with our teachers in 2021-24; we piloted in 2024-25 and we are now anticipating training and full implementation by 2025-26). This includes opportunities to communicate with parents and students and other educational partners via a portal. In addition, we have used our California Community Schools Partnership Program Grant to purchase computers and carts at our Community Schools hubs for further use and training in technology for our parents and families. Goal 2, Action 4
* Continual work to improve our development and coordination of a Multi-Tiered System of Support (MTSS) structure that will support all students in academics and behavioral/social and emotional health. This idea of meeting students' needs efficiently and effectively in the least amount of time is found in Goal 2, Action 1 and Goal 2, Action 4
* A continual need to work on our practice to ensure a transformational school climate/culture to address the safety and connectedness of students while decreasing out-of-class opportunities through utilizing restorative practices and PBIS. This is critical to our success especially as we continue to reinforce the policies, procedures, and support that help students to reach their goals. Goal 2, Action 1, Goal 2, Action 3
* Continual support for English learners through the professional learning series that was piloted this year with representatives from each region and their administrator ~ ELD Culturally Sustaining Collaborative ~ with a focus on language functions and High Leverage Practices for Quality Instruction; we plan to expand this training to more teachers and support staff. These plans for furthering the development of our English learners are found in: Goal 1, Action 3
* A need for ongoing and improved rigor and multiple opportunities for authentic assessment and meaningful learning through the Design/Take Action Jams with visual and performing arts opportunities assisting and integrating into the content areas: Goal 1, Action 2
* The full development in the creation of a one-stop, outward-facing site to include all offerings in CTE and a need to continue to expand CTE into other regions as well as other internship and certification opportunities Goal 3, Action 2
*Visual and Performing Arts as opportunities for holistic and creative development as well as opportunities for non-traditional careers. Goal 2, Action 2
*Feedback from our educational partners at Monarch and San Pasqual Academy, led to the development of the Actions in Goal 4; the feedback indicated a stronger need to focus and continue to modify the reading program, especially for the primary elementary grades. In addition, the request were for participation in professional learning to improve outcomes for our Multilingual learners (EL) and adherence to MTSS systems will be used to support the actions around decreased chronic absenteeism.
*Feedback from our educational partners (parents, students, teachers, SSC/ELAC) around the areas of motivation, planning and focus on skills and certifications lead to the actions on Goal 5- the Equity Multiplier Goal for Court and Community Schools, around Graduation Rate and an increase on the College and Career Indicator. In addition, our actions address the need to improve our achievement In English Language Arts and Mathematics, in addition to improving the annual progress of our Multilingual learners.
*The development and implementation of a financial literacy course is available with an educational platform we have purchased for use by all students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Over the next three years, SDCOE schools will actively champion enriched student learning opportunities and implement effective strategies to bolster student success in both college and career readiness. We aim for all students to exhibit growth in meeting and surpassing standards in English language arts and mathematics, with particular emphasis on our Multilingual Learners (English learners) advancing further in Academic English language proficiency. Our success will be gauged through a combination of state dashboard metrics and locally gathered data.	Broad Goal

State Priorities addressed by this goal.

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)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through our data analysis and input from educational partners. The analysis of our California School Dashboard (Dashboard) data indicated a clear need to continue supporting English language arts (ELA), mathematics and English language development (ELD).

Our Dashboard Smarter Balanced Assessment System (SBAC-CA State Standards Assessment) 2024 results show:
*7.42% of our JCCS students grades 3-8 and grade 11 met or exceeded the standards in English language arts (Red on the Dashboard)
*2.04% of our JCCS students grades 3-8 and grade 11 met or exceeded the standards in mathematics (Red on the Dashboard)
*19.6% of our English learners are making progress in at least one English Learner Progress Indicator Level (Red on the Dashboard)
This need, though not as drastically, is echoed in our local assessment (universal screener done every 90 days~ Renaissance Learning in Reading and mathematics) as shown in our Measuring and Reporting Results section below, 1.4. We are making great gains in reading (13% points) and some gains in math (3% points); it also shows that more students can be increasing as we strive. In addition, our continued focus on this goal is to support the academic progress that some students are making; although the dashboard doesn't show it due to our inability to make participation rate.

During our LCAP development, our educational partners identified a need to:
*Provide academic support through targeted math and reading interventions, 1:1 tutoring, small group support and progress tracking
* Strengthen ELD programs with curriculum, teacher training, and integrated subject support
*Increase academic rigor - college level writing, reading intervention to success, book clubs
*Increase time for teachers to collaborate around strategies learned through professional development
*Increase mathematical literacy, including financial literacy

*Incentivize student achievement
*Increase staff support, classroom assistants, and community volunteers
*More family connection about academics and behaviors
*Life skills, including financial literacy and home making skills, was requested from students and families
*Improve technology access (hotspots, eBooks, Microsoft tools, online learning)
*Ensure college and career readiness, including relevant learning experiences (college courses and trips) and career pathways, internships, and business-related courses
*Increase the use of culturally and linguistically responsive materials, instructions and experiences
*Foster a safe, motivating, and culturally relevant learning environment

Our curriculum adoptions and our work in professional learning have yielded results in our academic progress, as evidenced by our local assessments (not as much on our SBAC). Through the work of the universal screener and continually supplying targeted support to the students who need it most, we expect academic success. In addition, we have adjusted the master schedules to include even greater increases in academic achievement and annual progress with our Multilingual learners as our Reading Intervention strategies and Integrated ELD strategies work to raise our students' achievement.

Our goal as alternative school educators is to see that our students are prepared to compete and succeed in a plethora of postsecondary options. Research has shown that the use of culturally and linguistically responsive pedagogy in instruction and student experiences provide stronger paths to these learning outcomes. Through a system of coherent and aligned relevant professional learning structures, which include large group professional learning, site embedded instructional coaching, observations with targeted feedback, benchmark assessments, and weekly professional learning communities we will move closer to this goal. We further prepare our students to succeed in college and career by supporting differentiated learning models, including distance learning, to respond to the needs of diverse learners as well as promote opportunities for intervention, remediation, acceleration, and access to a broad course of study.

Our work in ensuring safe clean facilities, qualified teachers, sufficient supplies, nursing support and the alleviation of food insecurities, along with powerful teaching and deeper learning, interim assessments and culturally and linguistically relevant strategies will work together to achieve this goal. The specified action including access to books, technology, professional learning and coaching along with the other areas mentioned are being assessed using the metrics; these two together provide for a means to achieve this goal in its holistic approach.

For the purposes of this LCAP, "students who are experiencing a lowered income" and "Socioeconomically Disadvantaged-SED" (Dashboard term) refer to the same group of students. In addition, Unhoused and students experiencing housing insecurity refer to our homeless youth. Finally, Latinx replaces Hispanic for this document and it is more culturally accepted in our communities and with our educational partners and finally Multilingual learners replace English learners out of respect for our families. Unless otherwise noted, baseline data is from the 2022-23 School Year and Year 1 Outcome data is from 2023-24 EOY.

Finally, JCCS includes Monarch School, San Diego County Community (Comm), San Diego County Court (Court), and San Pasqual Academy (SPA) for the purposes of this document.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of appropriately credentialed and assigned teachers as measured by the HR Credentialing Annual Audit	2022-23 100% of teachers are appropriately credentialed and assigned.	2023-24 100% of teachers are appropriately credentialed and assigned.		2025-26 100% of teachers are appropriately credentialed and assigned.	0 Difference
1.2	Percentage of students who have student access to instructional materials and supplies as measured by the Williams textbook sufficiency survey	2022-23 100% of students have access to board-adopted materials and instructional supplies	2023-24 100% of students have access to board-adopted materials and instructional supplies		2025-26 100% of students have access to board-adopted materials and instructional supplies	0 Difference
1.3	Percentage of school facilities maintained and in good repair as measured by the Facilities Inspection Tool Report	2022-23 100% of sites have exemplary rating	2023-24 100% of sites have exemplary rating		2025-26 100% of sites have exemplary rating	0 Difference
1.4	Local Assessment: Renaissance Learning % showed an increase >.5 points in their Post Test= .5 of year in >=90days	2022-23 Reading All JCCS = 41% African American = 32% English Learners = 41% Foster Youth = 29% Latinx = 41% Low Income (SED) = 42% Students with Disabilities = 41% Unhoused = 44%	2023-24 Reading All JCCS = 54% African American =38% Multilingual Learners (EL) = 50% Long Term Multilingual Learners (LTEL) = 49%		2025-26 Reading All JCCS = 51% African American = 42% Multilingual Learners (EL) = 51% Long Term Multilingual Learners (LTEL) = 54%	2023-24 Difference Reading All JCCS = 13% African American = 6% Multilingual Learners (EL) = 9% Long Term Multilingual Learners (LTEL) = N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Mathematics All JCCS = 49% African American = 49% English Learners = 48% Foster Youth = 25% Latinx = 50% Low Income = 50% Students with Disabilities =52% Unhoused = 55%	Foster Youth = 50% Latinx = 54% Low Income = 54% Students with Disabilities = 56% Unhoused = 60% Community Latinx = 51% Low Income = 51% Mathematics All JCCS = 52% African American = 55% Multilingual Learners (EL) = 51% Long Term Multilingual Learners (LTEL) = 48% Foster Youth = 44% Latinx = 51% Low Income = 52% Students with Disabilities =49% Unhoused = 59% Community Latinx = 47%		Foster Youth = 39% Latinx = 51% Low Income = 52% Students with Disabilities = 51% Unhoused = 54% Mathematics All JCCS = 59% African American = 59% Multilingual Learners (EL) = 58% Long Term Multilingual Learners (LTEL) = 53% Foster Youth = 35% Latinx = 60% Low Income = 60% Students with Disabilities =62% Unhoused = 65%	Foster Youth = 21% Latinx = 13% Low Income = 12% Students with Disabilities = 15% Unhoused = 16% Mathematics All JCCS = 3% African American = 6% Multilingual Learners (EL) = 3% Long Term Multilingual Learners (LTEL) = N/A Foster Youth = 19% Latinx = 1% Low Income = 2% Students with Disabilities = -3% Unhoused = 4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Low Income = 50%			
1.5	Percentage of students who are English learners making progress toward English proficiency as measured by progression of at least one ELPI Level	2022-23 Dashboard All JCCS = 38% progressed at least one ELPI Level Community - 32.50% Court - 38.60% Monarch - 42.90% SPA - * not enough students to report	2023-24 Dashboard All JCCS = 20.1% progressed at least one ELPI Level Community - 20.7% Court - 21.3% Monarch -18.2% SPA - * not enough students to report		2025-26 Dashboard All JCCS = 48% progressed at least one ELPI Level Community - 42.5% Court - 48.6% Monarch - 52.9%SPA - * not enough students to report	2025-26 Difference All JCCS = -17.9% progressed at least one ELPI Level Community = -11.8% Court = -17.3%% Monarch = -24.7% SPA - * not enough students to report
1.6	English learner reclassification rate	2022-23 CALPADS 115 (19%)	2023-24 CALPADS 14 (2%)		2025-26 CALPADS 30%	2023-24 Difference -101 (-17%)
1.7	The percentage of students who are English learners provided access to the state standards and English language development (ELD) standards	2022-23 100% of English learners had access to the ELD state standards	2023-24 100% of Multilingual Learners (EL) had access to the ELD state standards		2025-26 100% of Multilingual Learners (EL) had access to the ELD state standards	0 Difference
1.8	Percentage of student enrollment in a broad course of study as measured by report cards (K-6) and the 7-12 grade master schedules demonstrating all	2022-23 Community 100% Court 100% Monarch 100% SPA 100%	2023-24 Community 100% Court 100% Monarch 100% SPA 100%		2025-26 Community 100% Court 100% Monarch 100% SPA 100%	0 Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students have access to all required courses, including unduplicated students and students with exceptional needs					
1.9	Percentage of students completing an “A-G” course requirement through summative transcript review *This data point is difficult to calculate due to an overwhelming number of short-term enrollments	2022-23 All JCCS: 85.1% African American: 79.2% English Learners: 86.5% Foster Youth :100% Latinx 86.2% Low Income: 85.1% Students with Disabilities: 89.2% Unhoused: 92.5% Community: 86.7% Court: 78.7% Monarch: 90.6% SPA: 100%	2023-24 All JCCS: 86.7% African American: 86.9% Multilingual Learners (EL) 88.5% Long Term Multilingual Learners (LTEL): 87.4% Foster Youth : 91.8% Latinx 86.6% Low Income: 85.5% Students with Disabilities: 80.7% Unhoused: 89.5% Community: 89.2% Court: 77.8% Monarch: 91.1% SPA: 92.0%		2025-26 All JCCS: 95.1% African American: 89.2% Multilingual Learners (EL): 96.5% Long Term Multilingual Learners (LTEL): 97% Foster Youth :100% Latinx: 96.2% Low Income 95.1% Students with Disabilities: 99.2% Unhoused: 99% Community: 96.7% Court: 98.7% Monarch: 90.6% SPA: 100%	2023-24 Difference All JCCS: 1.3% African American: 7.7% Multilingual Learners (EL) 2% Long Term Multilingual Learners (LTEL): N/A Foster Youth: -8.2% Latinx: 0.4% Low Income: 0.4% Students with Disabilities: -8.5% Unhoused: -3% Community: 2.5% Court: -0.9% Monarch: 0.5% SPA: -8%
1.10	Smarter Balance Assessment (SBAC) - % of students who Met or Exceeded the standard	2022-23 CAASPP TOMS ELA ALL JCCS - 7.82%	2023-24 CAASPP TOMS ELA ALL JCCS - 5.4%		2025-26 CAASPP TOMS ELA ALL JCCS - 17.82%	2023-24 Difference ELA ALL JCCS: -2.42% African American: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American- 0.00% English Learners - 1.87% Foster Youth - 9.09% Latinx - 5.73% Low Income - 7.56% Students with Disabilities - 0.00% Unhoused - 5.93% Math ALL JCCS - 2.80% African American- 0.00% English Learners - 1.64% Foster Youth - * (<11 students) Latinx - 1.24% Low Income - 2.98% Students with Disabilities - 1.67% Unhoused - 4.40%	African American- 0.00% Multilingual Learners (EL) - 1% Long Term Multilingual Learners (LTEL) - 0% Foster Youth - * Latinx - 4.9% Low Income - 5.6% Students with Disabilities - 0.00% Unhoused - 10.3% Community Latinx - 7.84% Low Income - 6.31% Math ALL JCCS - 1% African American- 0.0% Multilingual Learners (EL) - 0.0% Long Term Multilingual Learners (LTEL) - 0.0% Foster Youth - * Latinx - 1% Low Income - 0.9%		African American- 10.00% Multilingual Learners (EL) - 11.87% Long Term Multilingual Learners (LTEL) - 5% Foster Youth - 19.09% Latinx - 15.73% Low Income - 17.56% Students with Disabilities - 0.00% Unhoused - 15.93% Community Latinx - 12.84% Low Income - 11.31% Math ALL JCCS - 12.80% African American - 10.00% Multilingual Learners (EL) - 11.64% Long Term Multilingual Learners (LTEL) - 5%	Multilingual Learners (EL): - 0.87% Long Term Multilingual Learners (LTEL): N/A Foster Youth: * Latinx: -0.83% Low Income: - 1.96% Students with Disabilities: 0% Unhoused: 4.37% Community Latinx - N/A Low Income - N/A Math ALL JCCS: - 1.8% African American: 0.0% Multilingual Learners (EL): - 1.64% Long Term Multilingual Learners (LTEL): N/A Foster Youth: * Latinx: - 0.24% Low Income: - 2.08% Students with Disabilities: -1.67% Unhoused: -3.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with Disabilities - 0% Unhoused - .8% Community Latinx - 2.02% Low Income - 1.87%		Foster Youth - * (<11 students) Latinx- 11.24% Low Income - 12.98% Students with Disabilities - 11.67% Unhoused - 14.40% Community Latinx - 7.02% Low Income - 6.87%	Community Latinx - N/A Low Income - N/A
1.11	The percentage of pupils demonstrating college preparedness as measured by the Early Assessment Program (EAP)* *This measure will utilize 11th grade student performance on California Assessment of Student Performance and Progress (CAASPP)	2022-23 CAASPP Results EAP ELA ALL JCCS - 8.66% African American - * (<11 students) Latinx - 3.23% Foster Youth - 9.09% Latinx- 9.28% Low Income - 8.3% Students with Disabilities - 0.00% Unhoused - * (<11 students) EAP Math ALL JCCS - 2.38% African American - * (<11 students) Latinx - 0% Foster Youth - *	2023-24 CAASPP Results EAP ELA ALL JCCS - 9.2% African American - * Multilingual Learners (EL) - 0.6% Long Term Multilingual Learners (LTEL) - 0% Foster Youth - * Latinx - 2.3% Low Income - 5.4% Students with Disabilities - 0.0% Unhoused - 15.8%		2025-26 CAASPP Results EAP ELA ALL JCCS - 18.66% African American - 2% Multilingual Learners (EL) - * (<11 students) Long Term Multilingual Learners (LTEL) - 13.23% FY - 19.09% Latinx - 19.28% Low Income - 18.3% Students with Disabilities - 10.00%	2023-24 Difference EAP ELA ALL JCCS: 0.54% African American - * Multilingual Learners (EL): -2.63% Long Term Multilingual Learners (LTEL): N/A Foster Youth: * Latinx: -6.98% Low Income: -2.9% Students with Disabilities - 0.0% Unhoused: 15.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic - 0.68% Low Income - * (<11 students) Students with Disabilities - 0.00% Unhoused - * (<11 students)	EAP Math ALL JCCS - 2.8% African American- * Multilingual Learners (EL) - 0% Long Term Multilingual Learners (LTEL) - 0% Foster Youth - * Latinx - 3.7% Low Income - 3.2% SWD - 0.0% Unhoused - 0% * (<11 students)*(<11 students)		Unhoused - * (<11 students) EAP Math ALL JCCS - 12.38% African American - 1% Multilingual Learners (EL) - 10% Long Term Multilingual Learners (LTEL) - 10% Foster Youth - 5% Latinx - 10.68% Low Income - 10% Students with Disabilities- 10.00% * (<11 students)Unhoused - 5%	EAP Math ALL JCCS: 0.42% African American: * Multilingual Learners (EL): 0% Long Term Multilingual Learners (LTEL): N/A Foster Youth: * Latinx: 3.02% Low Income: 3.2% Students with Disabilities - 0.0% Unhoused -0% * (<11 students)*(<11 students)
1.12	The percentage of pupils who have passed an Advanced Placement (AP) examination with a score of three or higher	2022-23 0% (No students took an AP exam during the school year)	2023-24 0% (No students took an AP exam during the school year)		2025-26 1% - students take an AP exam during the school year	0 Difference

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 1 was designed to provide successful college and career preparation through effective support in teaching and learning in English Language Arts, Mathematics and proficiency in annual progress toward English development by meeting the needs of each student through the effective work of our classified support and certificated faculty. In addition, this goal includes assessing and analyzing data to improve the instruction for and learning by students. All actions 1.1. 1.2. 1.3. & 1.4 were implemented as planned and were successful; this is evidenced by our achievement scores and progress in our local assessment; our state assessments (CAASAP and ELPAC) didn't show the true measure of our successes in carrying out the actions in this goal. Our challenges in the planned actions were due to absenteeism and participation rates that were less than expected and caused great penalties. In addition, some material differences in spending were due to vacancies and reassignment of instructional and classified personnel, as explained below.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences in planned actions refers to those exceeding 10% in FY2025; such differences did not impact our planned percentage.

Goal 1, actions 3 and 4 show material differences:

Action 3 estimated actual expenditures will be below the adopted LCAP budget by 17% due to temporary vacancies in English Language Development Assistant positions resulting from staff transitions.

Action 4 estimated actual expenditures will be below the budget by 25%, primarily due to lower-than-anticipated costs for instructional supplies and temporary vacancies in SPA teacher positions resulting from transitions and reassignments.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions for Goal 1 were effective. Through Actions 1, 2, 3, and 4, we showed effectiveness in improving reading and mathematics as we continue to support smaller class sizes, large group and focused group professional learning, and instructional coaches, as well as a diversity in learning strategies and finally support for our foster youth at San Pasqual Academy. We continued to meet students needs via nursing assistance, 1:1 chromebook access and hot spots, as well as supplement to the food service program (Metric 1.1- 1.3). Finally, our focus on Foster Youth at SPA and within JCCS has produced great results in achievement, engagement and environment. This progress was monitored and captured utilizing our local (Renaissance Learning Reading and Mathematics) and state assessment (CAASPP) data (Metric 1.4 & 1.10). The progress in our results showed improved ELA and Math in our local data. However, our CAASPP showed a decrease in ELA and Math as well as our ELPAC showed a decrease in the number of students making progress in English development (Metric 6 ELPI). With the implementation of our EL Master Plan, including an increased focus on language functions through our Equity for Language Learner Improvement Collaborative (ELLIC), and Year 2 Culturally Sustaining ELD Collaborative with West Ed, we fully expect our Multilingual learners, foster youth, Latinx youth, students impacted by homelessness, students who are impacted by a lowered income, and students with

disabilities to continue to show increased outcomes. Each of our student groups showed progress in our local assessment reading and mathematics outcomes and this is a direct correlation to the work of targeted interventions. We see improved thoughts of students and families around teacher expectation and safety in our 2024 LCAP Annual Update for the 2025-26 LCAP for San Diego County Office of Education, JCCS and Friendship School communication, as evidenced by their survey results and forum feedback. In addition, the work of our instructional coaches and the data to support was effective in planning instruction and helping to target learning with just-in-time interventions and support, as evidenced by our MTSS system and improvement in the development of reading strategies to accompany our English Language Development strategies, see Metric 1.4 & 1.9.
Monitoring and supporting Multilingual learners, LTELs, and RFEP students is also an area of great challenge, our rate of progress decreased to 20.1% ~ from 38%). We believe the further implementation of our work in English Language Development, professional learning for teams, and 1-to-1 support for administrators and staff, will work to further improve these outcomes. (Action 1.2, and Action 1.3).

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

There are no changes to the goal it self, as we believe that despite the Dashboard from last year that we are improving with our students and will continue to do so. In addition, we did add the disaggregation of data to our CAASPP data to simply be more informed and responsive to the student need no matter how small. Finally, out of respect for our partners, the subgroup English learner was replaced with Multilingual learner (EL) in the goal and actions; in addition, we added Long Term Multilingual Learners to each of our year one outcome and Target for Year 3 Outcome metrics.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Supplementing the basic instructional program and other support service to students	Personnel and services to support the base program for all students: * Appropriately credentialed and assigned teachers and guest teachers to cover instructional program as needed * Providing a lower student-teacher ratio and support staff based on class size reduction * Sufficient adopted materials for all courses including student Chromebooks and educational software, and adopted online text to ensure 1:1 access * Supplies for safe, clean, and orderly school facilities * Nursing services for Community, Court, and Monarch Schools * National School Lunch Program for all - utilizing knowledge and planning to mitigate issues with food insecurity for students and families	$11,847,336.00	Yes

Action #	Title	Description	Total Funds	Contributing
		* Supporting food scarcity by paying for non-refundable food services personnel Non-Personnel: Non-personnel cost for Community, Court, and Monarch schools; including but not limited to textbook adoption, supplemental books, classroom materials, student Chromebooks, staff technology, classroom software, personal protective equipment (PPE), other supplies, other school safety costs, contracted services to support school programs, food services, facilities, and maintenance and repairs cost, wifi, internet and hotspots for students and staff. Personnel: Community, Court, and Monarch Supplemental Teachers (23), Reading Intervention Teachers (3), and Substitute Teachers, School Nurse (1), Health Technician (1), Supervisor I, Food Service Pgrm (1), Food Service Program Assistant (1), Food Service Field Assistant (7), Food Service Field Assistant/Worker Substitutes Expenditure Plans supporting this goal partially: *Categorical Funds Expenditure Plans_$1,995,036: Title I, Part A_$638,543, Title I, Part D_$1,304,186, Title II, Part A_$18,008, Title III, Part A ELs_$4,676, Title IV, Part A_$29,623.		
1.2	Implementation of the State Standards - for All learners	Our JCCS classrooms continue to utilize the to High-Leverage Practices for Quality Instruction (HLP) to support ALL learners in achieving challenging state academic standards and becoming proficient in academic English. At the SDCOE level we will continue to give support and interventions as needed in English Language Arts to all students, with directed support continuing for our unhoused youth; in addition, per our 2024 results we will direct specific support to our Multilingual learners (EL) and Long Term Multilingual learners (LTEL) as well as our students who are Latinx and those impacted by a lowered income. We will also increase our specific supports and interventions in Mathematics for all students with specific support given to our Multilingual learners (EL) and Long Term Multilingual learners (LTEL) as well as our students who are Latinx and, students experiencing housing insecurity and those impacted by a lowered income. Finally, we will continue to support all of the Monarch School students and specifically those impacted by a lowered income and	$1,833,824.00	Yes

Action #	Title	Description	Total Funds	Contributing
		impacted by housing insecurity 100% population of students) in increasing their achievement in ELA. per our 2024 results we will add this directed ELA and Math support and intervention to increase student achievement to our Community Schools, specifically to our students who are Latinx and those impacted by a lowered income. This is a required action and will be measured via Metric 1.4 and 1.10. Our Instructional Coaches continue to help build capacity for subject matter expertise and instruction through support for teachers and administrators in content, pedagogy, and reflective practice. In addition, all are trained and utilizing the said HLPs. Using our needs assessment, we continue to revise and implement a coherent and aligned professional learning plan, which includes a multi-tiered approach to support: *Professional Learning Communities *Site-embedded coaching, observations, and opportunities for feedback *Subject matter professional learning along with powerful instructional design and implementation. *Strengthening the implementation of Core Curriculum Map/Units of Study/Benchmark Assessments *Best-practices for transformational teaching and learning JCCS, as an alternative program, employs differentiated learning models to respond to the needs of a myriad of learners promoting opportunities for intervention, remediation, acceleration, and increased access to a broad course of study including: *Independent Study (IS) *Integrated ELD in ELA, math, science, and history *Expansion of the reading intervention program to encompass more personnel being trained in order to provide access to a greater number of students *Authentic assessments (Design Thinking and Take Action Jams) We also monitor progress through data to strengthen implementation and refine the system of assessment (Renaissance Learning, Benchmark, ELPAC and SBAC) ensuring efficient and effective classroom/course placement and acceleration of learning. To this end we use the data to activate Multi-Tiered System of Support (MTSS) structure in an effort to meet the needs of each student in JCCS.		

Action #	Title	Description	Total Funds	Contributing
		Differentiated Assistance: This action is driven by our goals and the work of Differentiated Assistance which we do in collaboration with Imperial County; continuing to become a true data informed and iterative decision-making body is our goal. Our AIM: by the end of this academic year, we aim to establish a clear, aligned, and consistently applied approach from leadership for all to use data effectively, ensuring transparent communication of best practices and student outcomes. Our Change Idea: continue to strengthen data practices and continue with the data change ideas from last the DA action plan to see improvement. Non-Personnel: Reading intervention contract and professional development cost. Personnel: JCCS Director, Equity, LCAP, MTSS (1), Instructional Coach (5.5), Assessment Systems Technician (1), Independent study assistant (3) Expenditure Plans supporting this goal partially: *Categorical Funds Expenditure Plans_$774,248: Title I, Part A_$320,607, Title I, Part D_$337,044, Title II, Part A_$50,415, Title III, Part A ELs_$22,439, Title IV, Part A_$43,743.		
1.3	Implementation of State Standards for English learners (ELs) and services to Long-Term English learners (LTELs)	Required Actions for Multilingual Learners (ELs) & Long Term Multilingual Learners (LTELs): We have closely aligned our work to the EL Roadmap, affirming and supporting our students in linguistic, academic and social skills to be successful in college and career. We are supporting all Multilingual Learners (ELs) & Long Term Multilingual Learners (LTELs) in our SDCOE schools, and specifically targeting our students in our Community, Court and San Pasqual Academy. We offer opportunities for students to develop language and literacy through an integrated ELD approach in all courses allowing access to all core curriculum and developing academic knowledge that prepares them for a successful future. We ensure a high-quality academic program for Multilingual learners (EL) that ensure access to	$906,398.00	Yes

Action #	Title	Description	Total Funds	Contributing
		California Standards and success in these by continuing to refine an educational program that includes: *Specified time in the master schedule daily for dELD and other interventions *Educational partner voice in program design and decisions for student growth and success *Language Acquisition Programs - English Mainstream Instruction (EMI) and Structured English Immersion (SEI) *Designated ELD to build language skills and integrated ELD to support acquisition of content knowledge *Designated English learner software implementation - Learning Tree *Rosetta Stone and Duo Lingo computer program to supplement the support of newcomers in their acquisition of English In addition, we support our MLLs and LTMLLs with services specific to enriching their language functions and their ability to progress in the academic language needed for future success and English mastery via: *Professional learning on strategies for students who are Multilingual learners and specific learning for strategies to prepare our Long Term Multilingual Learners addressing their language and academic needs - specifically our High Leverage Practices for Quality Instruction through our Culturally Sustaining Collaborative *Teacher assessments of students in class to inform instructional decisions *Specific training and implementation of the EL Masterplan to ensure process for accessing and data knowledge and progress monitoring for successful language acquisition Non-Personnel: Supplemental classroom supplies, materials, software and services for English learners. Personnel: Instructional coach (0.5), English Language Development Assistants (11) Expenditure Plans supporting this goal partially: *Categorical Funds Expenditure Plans_$116,956: Title I, Part A_$56,097, Title I, Part D_$33,658, Title II, Part A_$0, Title III, Part A ELs_$27,201 Title IV, Part A_$0.		

Action #	Title	Description	Total Funds	Contributing
1.4	Support for foster youth at San Pasqual Academy	San Pasqual Academy is unique in that it both houses students and educates them. SDCOE supports their education in a number of ways to ensure both academic success and success in preparation for postsecondary life. This action is specifically to support foster youth housed at SPA and strengthen transitional support for all foster youth. This includes certificated and classified staff members to support the school program at San Pasqual Academy by: *Monitoring for effective enrollment and placement in appropriate a-g courses *Increasing opportunities to reteach and accelerate the learning of foster youth Required Action for Foster Youth (2023) *Ensuring wrap-around services of academic, socio and emotional learning, and behavior support for each and every foster youth *Continuing to identify and support foster youth at all schools as they integrate and transition through our school programs (Metrics: 1.4 Renaissance Learning Reading and math and 1.10 SBAC English language arts and mathematics): Non-Personnel: Non-personnel cost for San Pasqual Academy Program Cost; including but not limited to textbook adoption, supplemental books, classroom materials, student Chromebooks, staff technology, classroom software, personal protective equipment (PPE), other supplies, other school safety costs, contracted services to support school programs, food services, facilities, and maintenance and repairs cost, Wi-Fi, internet and hotspots for students and staff. Personnel: San Pasqual Academy Supplemental Teachers (2), Reading Intervention Teacher (2), Classroom Assistant-Alt Ed (1), and Substitute Teachers. Expenditure Plans supporting this goal partially: *Categorical Funds Expenditure Plans_$10,901: Title I, Part A_$10,901, Title I, Part D_$0, Title II, Part A_$0, Title III, Part A ELs_$,0 Title IV, Part A_$0.	$817,009.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	In the next three years, SDCOE aims to enhance connections with our educational partners—students, families, employees, and community members—to foster a stronger sense of belonging and engagement within the school community. We will leverage parent and family liaisons, student support specialists, school counselors, and social workers to expand support systems. This includes professional development focused on boosting engagement, attendance, and graduation rates. We believe that increased engagement, as measured by the metrics included in the goal, will lead to improved outcomes for students.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

SDCOE plans to utilize the data from our metrics to monitor, adjust and improve the engagement of all partners, including parents and students, in an effort to increase school connectedness and thus increase attendance while decreasing chronic absenteeism and student dropouts. Ultimately, our goal is increased graduation and post secondary transitions to college and career.

SDCOE held regional LCAP forums for our students, parents, employees and community partners, we conducted surveys as well. One of the areas of concern is the impact of our students and families being connected to our school programs. The results of our local climate survey reveal that (per CHKS) 55% of our students feel connected, and a part of the classroom and this is the only one percent greater than last year. We are unable to disaggregate the CHKS data by student group due to numbers and great instability. However, our local LCAP surveys revealed students reported a student connectedness score of 71% (combined Strongly Agree and Agree) and our parents/families connectedness scores were 91%, an increase of almost 20% on that same scale; we believe that our LCAP Survey encompasses a greater amount of students.

In the analysis of our feedback and data, we strongly believe there is a connection between students' school connectedness and absenteeism. In addition, we believe there is also a connection between belonging, attending, and wanting to succeed in school. Per our surveys, our students and families are feeling more safe and connected. We are working toward understanding the reason for higher chronic absenteeism rates, although they have decreased substantially, (11.8% elementary and 11.1% high school). Our elementary is now at 60% and high school 27.4%, and we are committed to especially paying attention to our students with lowered incomes and our students experiencing housing insecurities. Further analysis and investigation is needed because our overall attendance rates have increased. In addition, our suspension rates have decreased, overall to 2.8% and specifically at San Pasqual Academy to 8%. Our graduation rates have increased for each student group , except students with disabilities took a slight 2% decrease), hence, they currently are as follows and

indicate a need to focus improvement for all students and especially those in Monarch and Community schools 2023-24 JCCS: 52%, AA: 54%, EL: 49.6%, LTEL: 48.4%, FY: 63%, Latinx 52%, Unhoused: 44%, Low Income: 52%, SWD: 52% Our school graduation rates by CDS Code: Monarch: 58%, Community: 47%, Court: 61%, San Pasqual Academy: 75%.

During the LCAP developmental process, educational partners suggested:
* Implementation of PBIS, SEL, calming spaces, and alternative learning options, along with positive reinforcement, progressive discipline, and re-entry meetings to promote attendance and student well-being.
* Use of platforms like Google Classroom, Canvas, Synergy, and parent/student portals to increase transparency, communication, and support academic progress and student advocacy.
* Emphasis on real-world exposure through field trips, guest speakers, life skills development, and diverse course offerings to prepare students for postsecondary success.
* Focus on small class sizes, one-on-one academic and emotional support, mental health resources, and a strong school culture that fosters belonging and wellness.
* Coordination among teachers, counselors, social workers, and community partners to support students' academic, emotional, and social needs.
* Strengthening parent involvement through workshops, trainings, communication tools, and opportunities for personal development.
* Increased access to Visual and Performing Arts (VAPA) programs and varied elective courses for student engagement and exploration of career pathways.
* Expansion of school athletic programs with more equipment, services, partnerships, and in-school physical education activities to promote student involvement and health.

Through the work of the counselors, social workers, parent and family liaisons as well as the support for our attendance and data analysis, our MTSS systems and resources create conditions for all students, staff, families, and community partners to thrive in our school environments. Our attention to our systems of support, communication with one another, and our work in evidence-based practices such as restorative practices, trauma-sensitive schools, and positive behavioral interventions and supports (PBIS) are the pillars of our system that we will use to continually create the conditions for all students to thrive and continue to shape a transformative school culture that promotes the success of every student, family, and staff member. Ultimately, we believe that these systemic practices coupled with the data from the metrics will help us to achieve the goal of students who are graduating with options in their postsecondary pursuits.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of School Connectedness measured by California Healthy Kids Survey and Local Surveyf-	2022-23 CHKS Students feel connected and a part of the school community:	2023-24 CHKS Students feel connected and a part of the school		2025-26 CHKS Students feel connected and a	2023-24 Difference Students feel connected and a part of the school

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		combined moderate and high Community - 62% Court - 46% Monarch - 55% SPA ** - No Survey Administered SDCOE – 56% School is perceived as very safe or safe: combined strongly agree and agree Community - 68% Court - 72% Monarch - 71% SPA ** - No Survey Administered SDCOE - 69% Teachers treat students fairly and a part of the school community: combined pretty much true and very true Community - 71% Court - 61% Monarch - 48% SPA ** - No Survey Administered SDCOE – 67% LCAP Survey - Priority 6 Students' Connectedness - 63.3%	community indicator: combined moderate and high Community - 58% Court - 41% Monarch - 54% SPA - 56% SDCOE - 55% Students feel safe at school: combined strongly agree and agree Community - 79% Court - 61% Monarch - 65% SPA - 59% SDCOE - 72% Teachers treat students fairly and a part of the school community indicator: combined pretty much true and very true Community - 66% Court - 51% Monarch - 49% SPA - 48% SDCOE - 60%		part of the school community: combined moderate and high Community - 72% Court - 56% Monarch - 65% SPA - 65% SDCOE – 66% School is perceived as very safe or safe: Community -78% Court - 82% Monarch - 81% SPA - 80% SDCOE - 79% Teachers treat students fairly and a part of the school community: combined pretty much true and very true Community - 81% Court - 71% Monarch -58% SPA - 75% SDCOE – 77% LCAP Survey - Priority 6 Students' Connectedness - 73.3%	community indicator: combined moderate and high Community: -4% Court: -5% Monarch: 1% SPA: 56% SDCOE: -1% Students feel safe at school: combined strongly agree and agree Community: 11% Court: -11% Monarch: -6% SPA: 59% SDCOE: 3% Teachers treat students fairly and a part of the school community indicator: combined pretty much true and very true Community: -5% Court: -10% Monarch: 1% SPA: 48% SDCOE: -7% LCAP Survey - Priority 6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Parents Connectedness- 77.7%	LCAP Survey - Priority 6 Students' Connectedness - 71% Parents' Connectedness - 91%		Parents Connectedness - 87.7%	Students' Connectedness - 7.7% Parents' Connectedness - 13.3%
2.2	School Attendance % Rates Synergy & CALPADS	2022-23 JCCS = 89% African American: 91% English Learner: 88% Foster Youth: 94% Latinx: 88% Low Income: 89% Students with Disabilities: 90% Unhoused: 84% Community = 87% Court =100% Monarch = 82% San Pasqual Academy = 96%	2023-24 JCCS = 90% African American: 91% Multilingual learner (EL): 90% Long Term Multilingual learner (LTEL): 91% Foster Youth: 93% Latinx: 90% Low Income: 91% Students with Disabilities: 90% Unhoused: 86% Community = 89% Court =100% Monarch = 84% San Pasqual Academy = 96%		2025-26 JCCS = 95% African American: 96% Multilingual learner (EL): 93% Long Term Multilingual learner (LTEL): 95% Foster Youth: 99% Latinx 93% Low Income: 94% Students with Disabilities: 95% Unhoused: 89% Community = 92% Court =100% Monarch = 87% San Pasqual Academy = 100%	2023-24 Difference JCCS = 1% African American: 0% Multilingual learner (EL): 2% Long Term Multilingual learner (LTEL): 3% Foster Youth: -1% Latinx: 2% Low Income: 2% Students with Disabilities: 0% Unhoused: 2% Community = 2% Court = 0% Monarch = 2% San Pasqual Academy = 0%
2.3	Chronic Absenteeism - % rates Synergy & CALPADS	2022-2023 JCCS K-8: 64.4%	2023-2024 JCCS K-8: 60.0%		2025-2026 JCCS K-8: 54.4%	2023-2024 Difference JCCS K-8: -4.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American: 56.0% English Learner: 64.9% Foster Youth: 100% Latinx: 65.0% Low Income: 71.1% Students with Disabilities: 58.4% Unhoused: 73.2% JCCS 9-12: 38.1% African American: 24.5% English Learner: 30.7% Foster Youth: 20.9% Latinx: 28.9% Low Income: 27% Students with Disabilities: 26.4% Unhoused: 27.6% Monarch K-8: 75.0% Monarch 9-12: 62.1% Community K-8: 52.9% Community 9-12: 39.9% Court K-8: 0% Court 9-12: 0% San Pasqual Academy 9-12: 11.9% North County Academy: 40%	African American: 48.3% Multilingual learner (EL): 61.9% Long Term Multilingual learner (LTEL): 47.6% Foster Youth: 100% Latinx: 59.6% Low Income: 60.6% Students with Disabilities: 45.9% Unhoused: 69.4% JCCS 9-12: 27.4% African American: 24.6% Multilingual learner (EL): 28.0% Long Term Multilingual learner (LTEL): 29.2% Foster Youth: 27.8% Latinx: 29.8% Low Income: 26.9% Students with Disabilities: 30.3% Unhoused: 41.1% Monarch K-8: 71.8% Monarch 9-12: 57.7%		African American: 46.0% Multilingual learner (EL): 54.9% Long Term Multilingual learner (LTEL): 37% Foster Youth: 70% Latinx: 55.0% Low Income: 61.1% Students with Disabilities: 48.4% Unhoused: 63.2% JCCS 9-12: 28.1% African American: 14.5% Multilingual learner (EL): 20.7% Long Term Multilingual learner (LTEL): 19.2% Foster Youth 10.9% Latinx: 18.9% Low Income: 17% Students with Disabilities: 16.4% Unhoused:17.6% Monarch K-8: 65.0% Monarch 9-12: 52.1% Community K-8: 42.9%	African American: -7.7% Multilingual learner (EL): -3.3% Long Term Multilingual learner (LTEL): N/A Foster Youth: 0% Latinx: -5.4% Low Income: 10.5% Students with Disabilities: -12.5% Unhoused: -3.8% JCCS 9-12: -10.7% African American: -0.1% Multilingual learner (EL): -2.7% Long Term Multilingual learner (LTEL): N/A Foster Youth: 6.9% Latinx: 0.9% Low Income: -0.1% Students with Disabilities: 3.9% Unhoused: 13.5% Monarch K-8: -3.2% Monarch 9-12: -4.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Community K-8: 47.0% Community 9-12: 38.5% Court K-8: 0% Court 9-12: 0% San Pasqual Academy 9-12: 12.8% North County Academy: 30.3%		Community 9-12: 29.9% Court K-8: 0% Court 9-12: 0% San Pasqual Academy 9-12: 1.9% North County Academy: 30%	Community K-8: -5.9% Community 9-12: -1.4% Court K-8: 0% Court 9-12: 0% San Pasqual Academy 9-12: 0.6% North County Academy: -9.7%
2.4	School Suspension % Rates Synergy & CALPADS	2022-23 JCCS: 5.2% African American: 5.3% English Learner: 6.8% Foster Youth: 16.1% Latinx: 5.6% Low Income: 5.1% Students with Disabilities: 6.2% Two+races: 8.2% Unhoused: 7.1% Monarch: 8.7% Community: 6.5% Court: 0.0% San Pasqual Academy: 21.4% North County Academy: 34.5% Latinx : 27.9%	2023-24 JCCS: 2.8% African American: 4.3% Multilingual learner (EL): 2.9% Long Term Multilingual learner (LTEL) 3.4% Foster Youth: 5.9% Latinx: 2.6% Low Income: 2.6% Students with Disabilities: 2.9% Two+races: 3.2% Unhoused: 2.4% White: 5.4% Monarch: 2.2% Community: 4.2% Court: 0.5% San Pasqual Academy: 8.0%		2025-26 JCCS: 0.2% African American: 0.3% Multilingual learner (EL):1.8% Long Term Multilingual learner (LTEL): 1% Foster Youth: 11.1% Latinx: 0.6% Low Income: 0.1% Students with Disabilities: 1.2% Two+races: 3.0% Unhoused: 2.1% White: 0.4% Monarch: 3.7% Community: 1.5% Court: 0.0% San Pasqual Academy: 11.4%	2023-24 Difference JCCS: -2.4% African American: -1% Multilingual learner (EL): -3.9% Long Term Multilingual learner (LTEL): N/A Foster Youth: -10.2% Latinx: -3% Low Income: -2.5% Students with Disabilities: -3.3% Two+races: 5.0% Unhoused: -4.7% White: N/A Monarch: -6.5% Community: -2.3% Court: 0.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			North County Academy: 27.8% Latinx: 5.6%		North County Academy: 24.5% Latinx : 17.9%	San Pasqual Academy: -13.4% North County Academy: -6.7% Latinx: -22.3%
2.5	High School Dropouts (7-12) percentage of students by student group and by schoolSynergy & CALPADS	2022-2023 (Grades:7-12) JCCS: 5.66% African American: 3.45% English Learner: 8.97% Foster Youth 2.61% Latinx: 6.79% Low Income: 5.60% Students with Disabilities: 4.10% Unhoused: 9.58% Community: 8.28% Court: 1.55% Monarch: 5.00% San Pasqual Academy: 2.38%	2023-2024 (Grades: 7-12) JCCS: 6.40% African American: 7.89% Multilingual learner (EL): 7.22% Long Term Multilingual learner (LTEL): 8.01% Foster Youth 4.90% Latinx: 6.46% Low Income: 6.63% Students with Disabilities: 6.91% Unhoused: 8.24% Community: 7.78% Court: 5.04% Monarch: 4.85% San Pasqual Academy: 2.00%		2025-26 (Grades: 7-12) JCCS: 0.66% African American 0.45% Multilingual learner (EL): 3.97% Long Term Multilingual learner (LTEL): 3% Foster Youth: 0.61% Latinx: 1.79% Low Income: 0.60% Students with Disabilities: 0.10% Unhoused: 3.58% Community: 3.28% Court: 0.55% Monarch: 0% San Pasqual Academy: 0%	2023-2024 (Grades: 7-12) Difference JCCS: 0.74% African American: 4.44% Multilingual learner (EL): -1.75% Long Term Multilingual learner (LTEL): N/A Foster Youth 2.29% Latinx: -0.33% Low Income: 1.03% Students with Disabilities: 2.81% Unhoused: -1.34% Community: -0.5% Court: 3.49% Monarch: -0.15% San Pasqual Academy: -0.38%
2.6	Graduation Rate - % of 4-5 Year Graduates Cohort	2022-2023 JCCS: 46.13%	2023-2024 JCCS: 52%		2025-2026 JCCS: 56.13%	2023-2024 Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Synergy & CALPADS	African American: 43.75% English Learner: 45.97% Foster Youth: 56.60% Latinx: 46.07% Low Income: 45.97% Students with Disabilities: 54.55% Unhoused: 36.07% Monarch: 50% Community: 44.90% Court: 43.60% San Pasqual Academy: 66.70%	African American: 54% Multilingual learner (EL): 50% Long Term Multilingual learner (LTEL): 48% Foster Youth: 63% Latinx: 52% Low Income: 53% Students with Disabilities: 52% Unhoused: 45% Monarch: 58% Community: 47% Court: 61% San Pasqual Academy: 75%		African American: 53.75% Multilingual learner (EL) 55.97% Long Term Multilingual learner (LTEL): 53% Foster Youth: 66.60% Latinx: 56.07% Low Income: 55.97% Students with Disabilities: 64.55% Unhoused: 46.07% Monarch: 70% Community:70% Court: 70% San Pasqual Academy: 77%	JCCS: 5.87% African American: 10.25% Multilingual learner (EL): 4.03% Long Term Multilingual learner (LTEL): N/A Foster Youth: 6.4% Latinx: 5.93% Low Income: -7.03% Students with Disabilities: -2.55% Unhoused: 8.93% Monarch: 8% Community: 2.1% Court: 17.4% San Pasqual Academy: 9.3%
2.7	Number of Parents participating in programs for unduplicated students per - sign-in sheets; disaggregated by student groups by %	2022-23 584 parents participated in school related activities African American = 5% English Learner = 33% Foster Youth = 1% Latinx = 90% Low Income = 95% Students with Disabilities = 28% Unhoused = 44%	2023-24 561 parents participated in school related activities African American = 8% Multilingual learner (EL) = 33% Long Term Multilingual learner (EL) = 2% Foster Youth = 2%		2025-26 642 parents participated in school related activities A representative of the student groups present in the program African American = 12% Multilingual learner (EL) = 38%	2023-24 Difference 23 less parents participated in school related activities African American = 3% Multilingual learner (EL) = 0% Long Term Multilingual learner (EL) = N/A Foster Youth = 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Latinx = 81% Low Income = 93% Students with Disabilities = 35% Unhoused = 24%		Long Term Multilingual learner (EL) = 7% Foster Youth = 5% Latinx = 76% Low Income = 95% Students with Disabilities= 28% Unhoused = 37%	Latinx = -9% Low Income = -2% Students with Disabilities = 7% Unhoused = -20%
2.8	Percent of parent participation in programs for students with exceptional needs	2022-23 Friendship parent IEP participation 100% JCCS parent IEP participation 95%	2023-24 Friendship parent IEP participation 100% JCCS parent IEP participation 99%		2025-26 Friendship parent IEP participation 100% JCCS parent IEP participation 100%	2023-24 Difference Friendship parent IEP participation 0% JCCS parent IEP participation 4%
2.9	Percentage of Parents/Guardians in SDCOE involved in school decision-making (includes parent involvement related to District Advisory Council (DAC), District English Learner Advisory Council (DELAC), Local Control and Accountability Plan (LCAP) forums, surveys, and School Site Councils (SSC) have representation from educational partners in each CDS Code	2022-23 100% of district governance groups are compliant and solicit parent input	2023-24 100% of district governance groups are compliant and solicit parent input		2025-26 100% of district governance groups are compliant and solicit parent input	2023-24 Difference 0% of district governance groups are compliant and solicit parent input

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 2 and its actions 1, 2, 3, 4, 5, and 6 have been carried out as designed and produced great results in getting our educational partners to assist the school and their children in being successful in their goal of learning and engagement. The greatest challenge in our system with parent and community engagement is scheduling a time that fits for all who desire to be involved. Creatively addressing this challenge continues to assist us in some of our greatest areas of effectiveness and success. Some of our successes this year were because of our responsive to our educational partners' wishes; we created multiple in-person, hybrid and virtual experience with advisory councils, trainings, surveys and leadership development. We returned to in-person LCAP forums and they continue to be well attended; we also offered hybrid and one virtual forum to capture as many educational partners as possible. One challenge this year was two of the forums in the evening, coinciding with the enforcement of immigration policies; fear and concern caused them to stay away- we were told by several. Another challenge appears to be our enrollment of students as they leave our court system. This is an area we are working toward as a system, even now, to ensure this issue doesn't persist.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences in planned actions refers to those exceeding 10% in FY2025

Based on this criteria, there are no material differences to report for any of the actions in Goal 2 and no impact to the planned or improved services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The goal of educational partner engagement, through our robust MTSS structure, is effective creating the culture for students' needs to be met and for families who need us most, as evidenced by their increased attendance and graduation rates with a decreased chronic absenteeism and suspension rate, as well as a decrease in dropout rates at all schools but Court (Actions 2.1, 2.2, 2.3, 2.4, 2.5, 2.6). The data suggest that our structures, personnel and systems have been diligent in consistently ensuring students and families are engaged, their needs are being assessed and referrals are made as needed. In addition, the graduation rate has improved, we believe through the diligence of staff and the motivation of the Personal Learning Plans coupled with a plethora of postsecondary options; however, it is not yet at the required 67% and so we continue to do what is in our power. (Action 2.5) The levels of safety and connectedness continue to rise as evidenced by our CHKS and our LCAP surveys, while fairness is still appearing to be a challenge (Action 2.1). Our VAPA partners and other school connectedness opportunities are proving fruitful in our students engagement with increased attendance and grad rate. (Action 2.2). The MTSS structure allows for support in both academics, through our efforts at intervention, as well as our PBIS system, which provides support for behavior, social and emotional needs. The decrease in suspensions along with the survey and feedback helps us to see the effectiveness of the efforts. (Actions 2.3, 2.4) The amount of families of unduplicated students that participated in the LCAP forums and gave valuable input continues to be significant and this year students were in attendance with their families; this engagement has helped to

maintain a 100% rate of participation in each of our advisory committees, SSCs and ELACs and they have functioned with great parent, student, and community support (Action 2.6). For our students with disabilities, the action is to ensure we are partnering with parents for the benefit of the child and therefore we maintain a hybrid option for parents to participate, for example and this has helped to maintain a 99% rate of parent/guardian attendance at IEPs in JCCS and 100% at Friendship School (Action 2.6). These numbers continue to indicate parents' desire to be a partner with the educational system and their communities for their students. Finally, our goal of providing learning opportunities for parents to support their child (Action 2.6) was fulfilled; our survey and forum feedback show effectiveness by active engagement in the process and it shows by the number of surveys who highlight the importance of having their parents involved. The addition of the parent portal is still the most requested and anticipated tool in our system; in addition, we have improved communications through text, email and calls via blackboard as well as staff. Planning and developing the portal for teachers and staff has been more complex than originally thought, however, the staff is working well to make it happen. It was piloted at two schools for parents, students, and partners and has proven quite beneficial; therefore, we will continue to expand in 2025-26 to all school programs. This tool will be one of the most important in helping us keep our families abreast of academic progress and the needs of their students.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

There are no changes to the goal itself, as we believe that we are improving with our students and we will continue to work toward that end. In addition, out of respect for our partners, the subgroup English learner was replaced with Multilingual learner (EL) in the goal and actions; in addition, we added Long Term Multilingual Learners to each of our year one outcome and Target for Year 3 Outcome metrics. We also added in Metric 2.4 Suspension rate, two or more races to the baseline 2022-23 data, as well as the Year 1 outcome, Year 3 Outcome and difference from baseline; it was mistakenly left out.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Creating a positive school culture-transformational environment	All certificated and classified classroom personnel are committed to creating a positive school culture through a transformational and therapeutic environment that is supportive of the most effective and efficient ways to serve students and families. In addition, we will support all SDCOE students and specifically students with disability and students who are experiencing housing insecurity. The Monarch School will continue to increase their connectedness while decreasing rates of Chronic Absenteeism; we will specifically monitor all students and improve these rates for students impacted by lowered incomes, students who are experiencing housing insecurity, Latinx and students with disabilities. Finally, at NCA, we will continue our work on student relationships to	$1,185,494.00	Yes

Action #	Title	Description	Total Funds	Contributing
		increase feelings of belongingness and to decrease Chronic Absenteeism for all students, specifically students with disabilities. This is a required action and it will be measured via Metric 2.1, 2.2, 2.3 and 2.5. Through continued and ongoing professional learning we will continually develop and refine our systems designed to meet the needs of all student and faculty/staff in both academic and behavior support in a positive manner. Included are: *Our consultants and guest teachers that help us to support the system in implementing a trauma-sensitive lens and restorative practices approach to meeting our students needs *Ongoing social emotional learning (SEL) support for staff and students *Expansion of the development of our PBIS system to ensure that it is properly implemented with fidelity *The use of assistants in the classrooms/programs to provide small group and other monitoring and support as needed for overall student engagement and success *Targeted staff to support the Multi-Tiered System of Support: Positive Behavioral Interventions and Supports (PBIS), social and emotional support, and academic support Non-Personnel: Contracted services for staff professional development (MTSS, SEL, PBIS) Personnel: Campus Youth Advocate (1.5), School Social Worker (1.5), Program Specialist Social Worker Services (0.5), and Classroom Assistants (10) Expenditure Plans supporting this goal partially: *Categorical Funds Expenditure Plans_$16,000: Title I, Part A_$0, Title I, Part D_$0, Title II, Part A_$16,000, Title III, Part A ELs_$,0 Title IV, Part A_$0.		
2.2	Activities to promote student engagement and decrease chronic	Our robust visual and performing arts (VAPA) is coordinated and implemented by our VAPA coordinator and based on students' requests in an effort to promote further engagement with the school program and also	$831,836.00	Yes

Action #	Title	Description	Total Funds	Contributing
	absenteeism while improving connectedness	to improve student engagement, connectedness, and decrease chronic absenteeism for of our students. The after-school programming is grant funded and the athletics are instituted in all spaces possible. In addition, we provide: *Visual and performing arts integration with the educational program *Expansion of career ideas in the arts and opportunities to explore those *Athletic supplies and services *During school athletics through physical education program (where possible) *After-school learning program and sports program (ASSETS/ASES) *The opportunity to expand and learn in an extended school day and offer a variety of athletic opportunities (where possible) This is a required action and it will be measured via Metric 2.1, 2.2, 2.3 and 2.5. Non-Personnel: Expanded Learning- ASES and ASSETS program cost, high school athletics program supplies and services, and VAPA program cost, bus passes, field trips cost, student led conferences and other services; including operating cost. Personnel: Visual & Perf Arts Technician (1) Expenditure Plans supporting this goal partially: *Categorical Funds Expenditure Plans_$186,967: Title I, Part A_$101,595, Title I, Part D_$85,372, Title II, Part A_$0, Title III, Part A ELs_$,0 Title IV, Part A_$0.		
2.3	Services and actions to decrease suspension rates	All certificated and classified classroom staff are working to create a positive school culture through the support of our PBIS system in addition to training in restorative practices. We will work to decrease the use of out-of-class suspensions by utilizing our check-in and check-out systems, community circles, as well as our support for students and families needing social and emotional support.	$1,185,494.00	Yes

Action #	Title	Description	Total Funds	Contributing
		We will prioritize support for all students in JCCS while continuing to prioritize support for Monarch, San Pasqual Academy, and NCA. Specifically, at SDCOE, we will work to provide support and decrease suspensions for all students and specifically for our students who are African American, Multilingual learners, experiencing housing insecurity, are two or more races, impacted by the foster care system, and those impacted by a lowered income; in addition, we will work to decrease these rates for White students (2024). At Monarch we will continue to monitor these rates for all students and specifically monitor and improve these rates for students impacted by lowered incomes, students who are experiencing housing insecurity, students who are English learners, Latinx, and students with disabilities. At SPA we will specifically work to decrease these rates for students who are impacted by the foster care system and those who are impacted by a lowered income; these include the entire school population. At NCA, we will continue to provide these strategies of support as well as therapeutic services for all who need it. In addition to the focus on PBIS and its opportunities to teach and reward behaviors, we will prioritize support for Latinx students as well as students with disabilities (the entire population). This is a required action and will be measured via Metric 2.4. This action is also directly correlated with our goals and the work of Differentiated Assistance, which we do in collaboration with Imperial County; through the work of our MTSS and our monthly data analysis, we intend to continue improvement in this area. To assist in these efforts, we will provide: *Targeted personnel to assist with carrying out the processes for restorative practices *Refresh of professional learning in Restorative Practices and tools to encourage appropriate behaviors *Expansion of our PBIS system ensuring fidelity in each aspect of the support, including teaching appropriate behaviors and following in flowcharts *Expansion of the use of the PERTS Elevate survey with more school programs to help provide both insight and strategies to improve practice and learning conditions for all to thrive		

Action #	Title	Description	Total Funds	Contributing
		Non-Personnel: Contracted services for staff professional development (MTSS, SEL, PBIS) Personnel: Campus Youth Advocate (1.5), School Social Worker (1.5), Program Specialist Social Worker Services (0.5), and Classroom Assistants (10). *Categorical Funds Expenditure Plans_$16,000: Title I, Part A_$0, Title I, Part D_$0, Title II, Part A_$16,000, Title III, Part A ELs_$,0 Title IV, Part A_$0.		
2.4	Support for our MTSS structure through data collection/analysis	To support our students through our MTSS structure, meeting the needs of students and families efficiently and effectively and ensuring continuous improvement, we have to maintain and improve our data systems. This data helps us to plan, intervene, teach and reward the students in learning and responding to the necessary interventions, as needed. These systems address the needs of students and families in absences, behavior support as well as academic support. Differentiated Assistance: This action helps to support our goals and the work of Differentiated Assistance which we do in collaboration with Imperial County; these data points help the system to analyze themselves and need for improvement as well as modifications and intervention as necessary The assessment and data team, data technicians, as well as the instructional staff, will continue in this effort by: *Ensuring assessment and the monitoring of all students' information is complete to inform the development of Personal Learning Plans for each student, including both academic and behavioral/social emotional *Ensuring data is efficiently collected to inform the Multi-Tiered System of Support (MTSS) structure *Utilizing the assessment support technicians for CALPADS data (attendance, suspensions, chronic absenteeism) as well as support for the collection and dissemination of other data *Continuing to administer the California Healthy Kids Survey annually for measurement and improvement	$1,332,784.00	Yes

Action #	Title	Description	Total Funds	Contributing
		*Utilizing the AIM team to analyze and respond to attendance - monitoring those at risk of being chronically absent and notifying proper staff for support * Continuing to provide disaggregated data at Leadership and DELT meetings for proper monitoring to determine successful strategies and opportunities for improvement in chronic absenteeism, suspensions and attendance *Training parents/guardians to utilize the parent and student portals in an effort to stay engaged and assist students in advocating for themselves and their success Non-Personnel: student data school software - Illuminate, Promis, and Renaissance Personnel: Supv I, JCCS Student Data and Achv (1), Systems Technician II (1), Student Support Specialist (10), Program Data Technician (1), and Attendance Technician (4) Expenditure Plans supporting this goal partially: *Categorical Funds Expenditure Plans_$1,015,122: Title I, Part A_$750,589, Title I, Part D_$177,056, Title II, Part A_$0, Title III, Part A ELs_$,0 Title IV, Part A_$87,477.		
2.5	Supportive services for improved engagement to increase graduation rates	The task of increasing graduation rates is one that is shared by many personnel in school programs. It is especially a focus of the teacher, the student and family as well as the school counselor and others that are instrumental in creating opportunities for success with graduation. In JCCS we offer a variety of approaches to school programs and options for paths toward graduation. Our school counselors lead this work through transcript review and options for coursework completion, classroom or independent study options as well as consistent motivation to complete the diploma. We will continue to provide a plethora of options, motivation and monitoring for successful completion to all of our students in SDCOE and especially our students who are African American, English learners, Latinx, impacted by the foster care system, experiencing housing insecurity, impacted by a lowered income and students with disabilities.	$956,850.00	Yes

Action #	Title	Description	Total Funds	Contributing
		We will give prioritized attention to the students at Community Schools, especially students who are Latinx, Multilingual learners (EL), students who are experiencing housing insecurities, students impacted by a lowered income and students with disabilities. At our Court Schools, we will give priority to our students who are Latinx and those who are impacted by a lowered income (which is the entire population by definition as wards of the court). These rates will be measured via Metric 2.6. To assist in improving graduation rates, we will continue to: *Provide opportunities for motivation through varied forms of educational programs *Offer clarity of expectations and proper placement *Create personalized learning plans to encourage goal setting toward postsecondary options *Engage parents in the planning, implementation and monitoring of the personal learning plan *Provide opportunities for career exploration and college enrollment Non-Personnel: None Personnel: Counselor (5) and Substitute Counselors Expenditure Plans supporting this goal partially: *Categorical Funds Expenditure Plans_$183,712: Title I, Part A_$93,029, Title I, Part D_$90,683, Title II, Part A_$0, Title III, Part A ELs_$,0 Title IV, Part A_$0.		
2.6	Parent engagement, involvement, and leadership	The parent and family liaisons will continue to promote parent involvement and engagement and implement the parent/family plan; in addition: **Offer parent education to enhance home and school partnerships as well as cater to parental interests *Provide education on: restorative practices; trauma-sensitive schools; learning and behavior; U.S. school system; and other topics selected by parents and families (i.e., from parent meetings, surveys and LCAP Forums)	$931,049.00	Yes

Action #	Title	Description	Total Funds	Contributing
		*Provide translation as needed for all events *Continue transportation to and from school and community leadership opportunities *Expand parent/community volunteer and leadership and educational (college and career readiness) opportunities *Develop and implement a plan to train and engage parents in the new parent portal system for the purpose of accessing attendance patterns, grades for coursework, assessment results, *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 *Provide supports for parents to gain knowledge and understanding of the instructional program and their role as leaders in the DPAC/DELAC, SSC/ELAC, and LCAP forums, etc. *Work to increase the amount ofMultilingual learner (EL) parent involvement. Non-Personnel: parent/family meeting, workshop supplies, and services, workshop supplies, transportation, and services for community partners involvement, translation services for parent/family meetings, workshop supplies, transportation, and services for community partners Involvement. Personnel: Parent and Family Liaison (5) and CCSPP Grant Coordinator (1) Expenditure Plans supporting this goal partially: *Categorical Funds Expenditure Plans_$282,438: Title I, Part A_$202,935, Title I, Part D_$79,503, Title II, Part A_$0, Title III, Part A ELs_$,0 Title IV, Part A_$0.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Over the next three years, SDCOE schools will continue to support the integration, alignment, transition, and preparedness of students who are at-promise, Multilingual learners (ELs) and Long Term Multilingual learners (LTEL), expelled, incarcerated/impacted by the justice system, impacted by the foster care system, experiencing housing insecurity, impacted by a lowered income, have a specific disability, are African American, Latinx, or from any other marginalized community to succeed in those areas that show college and career readiness through postsecondary planning. This postsecondary planning is to ensure proper preparation and successful transitions for our students. Our school counselors and transition technicians lead this work with our students, staff and families.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

According to our Dashboard, our students scores ranged from low to very low on Priority 8 - Career and College Indicator. In an effort to address this area, although challenging for our alternative program, we heard the feedback from our educational partners at our regional LCAP Forums as well as our surveys. The feedback from students, families, and other educational partners, as well as research, tell us there is a need for students who have been traditionally underserved and at-promise to have access to professionals who can assist with transitioning through our schools and toward a plethora of postsecondary options. Through our Personal Learning Plans and MTSS structure, we work to ensure support for each student efficiently and expediently. Through the use of the metrics in this goal as well as the actions, we plan to achieve our goal of greater preparedness and success in transitions to college and career for our students.

Educational Partner feedback for Court, Community, Monarch, and SPA schools highlights a strong appreciation for existing programs in career and college readiness, mental health support, and student engagement through small class sizes and individualized attention. Educational partners urge continued investment in hands-on learning experiences, community partnerships, and life skills education to better prepare students for postsecondary success. Recurring recommendations include expanding Career and Technical Education (CTE), dual enrollment, and real-world learning opportunities such as internships, mentorships, and field trips. Concerns were raised about access barriers—especially for foster youth—as well as the need for better communication, stronger teacher-student relationships, and more consistent postsecondary planning support. There is also a clear desire to enrich school life with extracurricular activities, arts, athletics, and leadership opportunities that foster motivation and identity development. These ideas are summarized as follows:

*Increase access to diverse CTE programs, certifications, and hands-on training such as auto mechanics, welding, cosmetology, and internships to support postsecondary readiness
*Continue and expand college field trips, dual enrollment, mock interviews, senior seminars, scholarship support, and early exposure starting in middle school
*Offer courses and workshops in financial literacy, driver's education, job readiness, taxes, and independent living skills, especially for foster and first-generation students
*Provide career ready clothing to our students
*Leverage arts, horticulture, VAPA, Project Aware, and junior college connections to enrich learning and provide real-world experiences
*Increase availability of sports, clubs, leadership programs, student jobs, and cultural events to foster motivation and engagement
*Expand access to mental health services, counseling, and mentorships while fostering stronger student-teacher relationships and personalized guidance
*Increase communication, workshops, and educational support to help families guide students through postsecondary pathways and access resources
*Access Barriers: including transportation, technology, re-entry planning, and support services for foster youth and students in detention

A holistic approach to student success that connects academic, social, and emotional development is essential for improving long-term outcomes. Our work with transition and rehabilitation for expulsion is exemplary, per the State, and we have revised our plans this year to ensure they are compliant with new policies and education codes. Our transition plan is recognized by the state as an exemplary model. In our schools, this work is done by a team of professionals, most often led by our transition technicians in conjunction with our counselors.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Number of Students concurrently enrolled in college courses - and student group % Synergy	2022-23 165 Students concurrently enrolled African American = 9% English Learner = 24% Foster Youth = 9% Latinx = 72% Low Income = 95% Students With Disabilities = 24% Unhoused = 22%	2023-24 190 Students concurrently enrolled African American = 15% Asian = 1% Foster Youth = 8% Latinx = 64% Multilingual learner (EL) = 23%		2025-26 175 Students concurrently enrolled African American 12% Asian = 3% Foster Youth =10% Latinx = 75% Multilingual learner (EL) = 31%	2023-24 Difference from Baseline 2022-23 25 more Students concurrently enrolled African American = 6% Asian = N/A Foster Youth = -1% Latinx = -8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Long Term Multilingual learner (LTEL) = 19% Low Income = 95% Native American = .05% Two or more races = 5% White = 13% *Note 5% identified as White are from Arabic countries Students With Disabilities = 26% Unhoused = 32% Court = 35% Community = 48% Monarch = 10% San Pasqual Academy = 7%		Long Term Multilingual learner (LTEL) = 24% Low Income = 95% Native American = .05% Two or more races = 5% White = 13% *Note 5% identified as White are from Arabic countries Students With Disabilities = 28% Unhoused = 38% Court = 40% Community = 52% Monarch = 15% San Pasqual Academy = 12%	Multilingual learner (EL) = -1% Long Term Multilingual learner (LTEL) = N/A Low Income = 90% Native American = N/A Two or more races = N/A White = N/A Students With Disabilities = 2% Unhoused = 10% Court = N/A Community = N/A Monarch = N/A San Pasqual Academy = N/A
3.2	Number of CTE Course Enrollment (Passed with a C or better) and student group %	2022-23 275 CTE Successful Enrollment African American = 12% English Learner = 27% Foster Youth = 12% Latinx = 73% Low Income = 95% Native American = 0.3% Students With Disabilities = 27% Two or More Races = 3%	2023-24 386 CTE Successful Enrollment African American = 9% Multilingual learner (EL) = 31% Long Term Multilingual learner (LTEL) = 27% Foster Youth = 12%		2025-26 302 CTE Successful Enrollment African American = 12% Multilingual learner (EL) = 31% Long Term Multilingual learner (LTEL) = 32% Foster Youth = 10%	2023-24 Difference 111 more CTE Successful Enrollment African American = -3% Multilingual learner (EL) = 4% Long Term Multilingual learner (LTEL) = N/A Foster Youth = 0% Latinx = -3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Unhoused = 31% White = 11%	Latinx = 70% Low Income = 96% Native American =.02% Students With Disabilities = 36% Two or More Races = 5% Unhoused = 9% White = 9% *Note 9 students or 2% identified as White are from Arabic countries		Latinx = 75% Low Income = 95% Native American =1% Students With Disabilities = 30% Two or More Races = 5% Unhoused = 35% White = 115%	Low Income = 1% Native American =.02% Students With Disabilities = 9% Two or More Races = 2% Unhoused = -22% White = N/A
3.3	Number of industry recognized certifications Serve Safe/ First Aid-CPR Certificate	2022-23 103 Serve Safe - 19 First Aid/CPR African American = 18% - 16% English Learner = 18% - 47% Foster Youth = 8% - 21% Latinx = 58% - 79% Low Income = 39% - 89% Native American = 1% - 0% Students With Disabilities = 39% - 37% Two or More Races = 6% - 5% Unhoused = 0% - 0%	2023-24 92 Serve Safe- 24 First Aid/CPR African American = 18% - 13% Multilingual learner (EL) = 26% - 58% Long Term Multilingual Learners = 19% - 49% Foster Youth = 1% - 21% Latinx = 63% - 83% Low Income = 95% - 100% Asian = 1% - 0% Native American - *		2025-26 113 Serve Safe - 21 First Aid/CPR African American = 20% - 18% Multilingual learner (EL) = 20% - 50% Long Term Multilingual Learners = 24% - 54% Foster Youth = 10% - 25% Latinx = 65% - 85% Low Income = 50% - 95% Native American = 4% - 1%	2023-24 Difference 11 less Serve Safe- 5 more First Aid/CPR African American = 0% - -3% Multilingual learner (EL) = 8% - 11% Long Term Multilingual Learners = N/A-N/A Foster Youth = -7% - 0% Latinx = 5% - 4% Low Income = 56% - 11% Asian = N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White = 17% - 0%	Students With Disabilities = 38% - 17% Two or More Races = 5% - 4% Unhoused = 4% - 13% White = 12% - 0%		Students With Disabilities = 45% -40% Two or More Races =10% - 8% Unhoused = 5% - 5% White = 17% - 0%	Native American= -1% Students With Disabilities = -1% - -20% Two or More Races = -1% - -1% Unhoused = 4% - 13% White = -5% - 0%
3.4	Percent of foster youth who are immediately enrolled and placed in appropriate courses per state and local statue.	2022-23 100% of foster youth are immediately enrolled and placed in appropriate courses per state and local statute.	2023-24 100% of foster youth are immediately enrolled and placed in appropriate courses per state and local statute.		2025-26 100% of foster youth are immediately enrolled and placed in appropriate courses per state and local statute.	2023-24 Difference 0% of foster youth are immediately enrolled and placed in appropriate courses per state and local statute.
3.5	Percent of districts involved in foster youth coordination process	2022-23 100% of the 42 districts are involved in the coordination process	2023-24 100% of the 42 districts are involved in the coordination process		2025-26 100% of the 42 districts are involved in the coordination process	2023-24 Difference 0% of the 42 districts are involved in the coordination process
3.6	Number/percent of students expelled and outcomes toward reinstatement/ postsecondary options	2022-23 90 Expelled students eligible for reinstatement: 63 Reinstated (70%) 14 With JCCS (Plan not met)	2023-24 61 Expelled students eligible for reinstatement: 42 Reinstated [69%-13 Chose to stay with JCCS]		2025-26 Of students expelled, 90% are eligible to return even if they choose not 90% Reinstated	2023-24 Difference 29 less Expelled students eligible for reinstatement: 21 less Reinstated 10 less With JCCS (Plan not met)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		6 Graduated/1 HiSET 3 Moved 1 Dropout 2 Adult School	4 With JCCS (Plan not met) 8 Graduated/2 HiSET 2 Court 1 Dropout 2 Adult School 1 Placement 1 Charter		9% With JCCS 19% Graduated/ HiSET 4% Court 2% Dropout 4% Adult School 2% Placement 2% Charter	2 Graduated/2 HiSET N/A Court 0 Dropout 0Adult School N/A Placement N/A Charter

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The purpose of Goal 3 is to support the integration, alignment, transition, and preparedness of students who are at-promise, Multilingual Learner (EL), expelled, incarcerated/impacted by the justice system, impacted by the foster care system, experiencing housing insecurity, impacted by a lowered income, have a specific disability, are African American, Latinx, or from any other marginalized community to succeed in those areas that show college and career readiness through postsecondary planning. Goal 3 and its actions, 1, 2, and 3 were carried out as described and as planned in an effort to increase both the level of postsecondary planning as well as preparation for post secondary transition. Our greatest success was in our ability to increase the number of student who were enrolled concurrently and the increase in CTE offerings across the county. We didn't have real challenges; however, we had a slight decrease in the number of students earning industry recognized certificates. In addition, there was a slight decrease in CTE instructors and supplies as shared below. Overall, each action of this goal was carried out as planned by the program.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences in planned actions refers to those exceeding 10% in FY2025

Goal 3, action 2 shows material differences:

Action 2 estimated actual expenditures will be below the adopted LCAP budget by 27%, due to lower-than-expected costs for CTE instructors and supplies.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Goal 3 and its actions, 1, 2, and 3 were effective in our efforts to increase both the level of postsecondary planning as well as preparation for post secondary transition. Through the work of our counselors, transition technicians and our CTE personnel, we have effectively increased the number of students who are concurrently enrolled in community college courses (Metric 3.1), the number of students successfully passing a CTE course(s) as well as ensure students have access to industry recognized certifications (Metric 3.2 and 3.3). The effectiveness has been reported in both the data of the dashboard, the surveys and our local context. In response to this data, for example, Monarch School now has a teacher dedicated to College and Career Readiness; Court, Community and SPA have dedicated systems to assist their students in preparing for postsecondary options. Our education partners expressed gratitude and a desire to expand our offerings in career and college readiness, while thinking of the whole child by offering mental health support and individualized attention. Educational partners also urged continued investment in hands-on learning experiences, community partnerships, and life skills education to better prepare students for postsecondary success.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

There are no changes to the goal it self, as we believe that we are improving the postsecondary planning and preparation with our students and we will continue to work toward that end. In addition, out of respect for our partners, the name English Learner was replaced with Multilingual Learner (EL) in the goal, actions, and metrics. In addition, the metric data pertaining to student group - Long Term Multilingual learner (LTEL) - has been added to goal, actions, and metrics.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Increase the number of students enrolled in postsecondary planning and preparation	JCCS is preparing students for a variety of postsecondary options including concurrent enrollment in college for our students, CTE course enrollment and successful completion of industry recognized certifications. This is in direct support of the College and Career Indicator on our Dashboard. This indicator is difficult for JCCS programs as the requirements do not align well with our program, which includes mostly students with short term enrollments. However, we persist. To this end, we will support all JCCS students in achieving their goals and specifically we will strive to improve planning and attainment for students who are Multilingual Learner (EL), Latinx, unhoused, and students impacted by a lowered income. We will give priority of services to our students who attend our Community schools (specifically students who are	$956,850.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Multilingual Learner (EL), Latinx, unhoused, students impacted by a lowered income, and students with disabilities). At our Court Schools, we will ensure priority of services are given to foster youth. Finally, at Monarch School, we will ensure priority of services are given to students who are Multilingual Learner (EL), Latinx, unhoused, and students impacted by a lowered income. This is a required goal and it is measured by Metric 3.1. The services provided include attention to academic, behavioral, social and emotional needs. We support this action by: *School counselors implementing a comprehensive school guidance program and improving postsecondary planning for students and families. *Direct guidance and counseling services relevant to sequential development of students as related to college and career development, academic development, and social and emotional development *Constructing personalized learning plans with students, and helping students to visualize and establish their education and career goals *Counseling students, parents/guardians, and educational partners for the purpose of enhancing student success in school *Assisting students and staff with financial aid, college enrollment, tours and follow-up *Providing individual student counseling, group counseling, and parent/guardian conferencing Non-Personnel: None Personnel: Counselor (5) and Substitute Counselors Expenditure Plans supporting this goal partially: *Categorical Funds Expenditure Plans_$183,712: Title I, Part A_$93,029, Title I, Part D_$90,683, Title II, Part A_$0, Title III, Part A ELs_$,0 Title IV, Part A_$0.		
3.2	Ensure access to Career Technical Education (CTE)	The work of exploring career pathways and expanding potential career opportunities fall within the guidelines of our CTE teachers and work readiness staff. Together, they work toward coordinated efforts to increase	$1,516,488.00	Yes

Action #	Title	Description	Total Funds	Contributing
	pathways & Industry recognized certifications	and integrate CTE for all students. As an alternative program, we are not yet providing completed pathways, however, our goal is to make that happen for our students with the assistance of our community college partners. We will support all JCCS students in achieving their goals and specifically we will strive to improve planning and attainment for students who are Multilingual Learner (EL), Latinx, experiencing housing insecurity, and students impacted by a lowered income. We will give priority of services to our students who attend our Community schools (specifically students who are Multilingual Learner (EL), Latinx, unhoused, students impacted by a lowered income, and students with disabilities). At our Court schools we will ensure priority of planning services are given to foster youth. Finally, at Monarch School, we will ensure priority of services are given to students who are Multilingual Learner (EL), Latinx, unhoused, and students impacted by a lowered income. This goal will be measured by Metric 3.2 & 3.3. More specifically, this action seeks to: *Increase connection with industry partners to support the expansion of CTE pathways and course offerings *Continue to increase integrated CTE pathways and course offerings to provide equitable access for all JCCS students *Continue to support instructors, personnel, and expanding curriculum with resources and material relevant to our population in accordance with industry expectations *Create access to industry recognized certifications *Expand internship opportunities *Provide career ready clothing to our students Non-Personnel cost - supplies, non-capital assets, capital outlay, and services for CTE program Personnel: CTE Workability Program Analyst (1) Work Readiness Assistant (3), Office Assistant II (1), Counselor (1), and Temporary CTE Instructors (24)		

Action #	Title	Description	Total Funds	Contributing
		Expenditure Plans supporting this goal partially: *Categorical Funds Expenditure Plans_$7,925: Title I, Part A_$3,984, Title I, Part D_$3,941, Title II, Part A_$0, Title III, Part A ELs_$,0 Title IV, Part A_$0.		
3.3	Transition internally and externally for students in JCCS	SDCOE - JCCS is an alternative program for students and families that seeks to identify personnel and put systems in place to support each of our student's unique needs. These include students are at-promise students who are low-income and are impacted by the criminal justice system, those who are in foster care, those who are pregnant/parenting, those who have been expelled by their school district, and those students who are Multilingual Learner (EL). These situations may sometimes make a comprehensive school difficult to access or be successful in. Our work is to ensure that no student is left underserved by the educational system and provide the abundant wraparound services needed to help with successful adjustment and, when needed, transition both internally and externally. Our transition services are especially important for our students impacted by the foster care system; consistent with Priority 10 a-c, SDCOE coordinates 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 through the Foster Focus database/CWS database. Via the SDCOE Interagency Agreement with all San Diego county schools we have developed a mechanism for data sharing and support for foster youth transitioning between districts/schools. In addition, ongoing collaboration and conversations are facilitated to ensure implementation of the Interagency Agreement via all agencies and is a model for implementation across the state. Transition services are also critical for those who have been impacted by the justice system and those who have been expelled or simply need to return to the comprehensive setting. This work in JCCS is predominately done by our student transition technicians in partnership with counselors, school staff, students, and families.	$850,948.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The student transition technicians serve as a resource to help transition students from schools operated by SDCOE to their home school districts, college, and other postsecondary options. In addition they: *Help students and families determine placement based on student's personal learning plan, transcript, referral, and history *Provide technical assistance and act as a liaison between school districts and SDCOE school staff in areas related to student transition, assistance with employment, social and emotional learning opportunities, and career options *Promote SDCOE schools academic and program opportunities to districts and agencies *Organize and maintain information on the unique offerings of each SDCOE school, postsecondary opportunities, scholarships, and other related student transition information Non-Personnel: none Personnel: Student Transition Technicians (5)		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Over the course of three years, Monarch School will continue to decrease chronic absenteeism and suspension rates while increasing the number of students who meet or exceed the standard in English Language Arts (on local assessments and CASSPP) for student who are experiencing housing insecurity, impacted by lowered incomes (SED), students who are Multilingual learners (EL), Latinx and Students with Disabilities (SWD) through programs and services and personnel. These will be measured locally and by Dashboard results. In addition, the Monarch School will work to improve in Multilingual (EL) and Long Term Multilingual (LTEL) students who are making annual progress in English Proficiency while also continuing to increase the number of students who meet or exceed the standard in English language arts (on local assessments and CASSPP). San Pasqual will work to continue to decrease suspension rates among students who are in foster care as well as impacted by a lowered income. In addition, San Pasqual Academy will increase student culture and engagement as evidence by decrease suspension rates. These will be measured locally and1 by Dashboard results.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Monarch School is required to create an equity multiplier goal due to its performance on the Dashboard (2024). Although there was great improvement in attendance, (decrease by 3.2%) and a color of orange on the dashboard there is still a need to improve chronic absenteeism rates (among students with disabilities, multilingual learners (EL), Latinx students and students who are impacted by a lowered income and housing insecurity (Action 4.1). Furthermore, on the Dashboard, Monarch showed a a great improvement on the dashboard in ELA (10.23% increase) and there is still a need to improve in English language arts for students who are unhoused, Latinx, multilingual learners (EL), and students experiencing a lowered income (see 4.3). However, Monarch earned a red in their Multilingual Learner Progress (19.30%) and will need to work to improve the level of annual proficiency among students who are Multilingual and Long-term Multilingual learners; their rates are 19.3% and 14% respectively while overall ELPI rates are 18.2%. Finally, the overall progress in suspension rates are remarkable (2.2%), however, there is still a need to decrease the rates for Latinx students (8%). This goal will continue to focus on these areas.

San Pasqual Academy earned a yellow in suspension rates due to their decrease of 13.4%, however, there is still a need to decrease these rates (8%) for foster youth (8.5%) and those impacted by a lowered income (8.0%).

Feedback from educational partners indicated a stronger need to focus and continue to modify the reading program, especially for the primary elementary grades. The work of reading intervention, through Orton Gillingham as well as REWARDS are proving beneficial on local data trackers and plan to be used to continue improvement. Also, the Monarch School is participating in the Literacy Coaches and Reading Specialists Program to develop better systems for the school program. There appears to be a direct correlation between the level of literacy and the amounts of Chronic Absenteeism. In an effort to decrease Chronic Absenteeism, the use of the MTSS structure with supports for families and students is one tool along with an attendance team and continuous communication and clarity for parents on the importance of school. In addition, the expansion of the day for some staff will be helpful in securing support for students in need of extra behavioral as well as social and emotional support. Finally, increased opportunities to improve the overall culture of support for staff and students will be helpful.

In addition, we learned from our Educational Partners ways to expend or funds and improve our services; we are asked to:
*Expand designated ELD programs and targeted academic supports for MLLs, SPED, and newcomer students.
*Strengthen culture of students as well as staff through team building opportunities
*Strengthen Tier 1 and Tier 2 MTSS supports with structured, school-wide implementation and monitoring through support from National College Resource Foundation as mentors and support
*Improve data collection and tracking systems for Tier 2 interventions and attendance trends.
*Enhance parent communication through multiple channels, including phone calls, portals, and in-person events.
*Increase support for parent language support to help students and families be a support for one another
*Increase physical and health opportunities through sports and nutritional specialists for the whole child
*Continue and broaden implementation of reading interventions like OG and REWARDS across all grades.

*There were no underlying issues in the credentialing, subject matter preparation, and retention of the school's educators.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	English Language Arts Percentage of Standard Met or Exceeded - student Group CAASPP (TOMS) Dashboard Red	2022-23 CAASPP Monarch Unhoused - 7.48% Low Income (SED) - 8.41%	2023-24 CAASPP Monarch Unhoused - 10.23% Low Income - 10.57% Latinx - 6.73% Multilingual learner (EL) - 1.79%		2025-26 CAASPP Monarch Unhoused - 17.48% Low Income (SED) - 18.41% Latinx - 9.73% Multilingual learner (EL) - 4.79%	2023-24 Difference Monarch Unhoused:2.75% Low Income: 2.16% Latinx - N/A Multilingual learner (EL) - N/A Long Term Multilingual learner (LTEL) - N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Long Term Multilingual learner (LTEL) - 1.79%		Long Term Multilingual learner (LTEL) - 4.79%	
4.2	Chronic Absenteeism Percentage of Students by All Student Groups and Dashboard Red	2022-23 Monarch: Multilingual Learner (EL) - 73.40% Latinx - 73.50% Low Income (SED) - 75% Students with Disabilities (SWD) - 69.40% Unhoused - 74.80%	2023-24 Monarch - Multilingual Learner (EL) - 70.7% Long Term Multilingual learner (LTEL) Latinx - 70.3% Low Income (SED) - 71.8% Students with Disabilities (SWD) - 74.2% Unhoused - 71.8%		2025-26 Monarch - Multilingual Learner (EL) - 63.40% Long Term Multilingual learner (LTEL) - 63.3% Latinx - 63.50% Low Income (SED) - 65% Students with Disabilities (SWD) - 69.40% Unhoused - 64.80%	2023-24 Monarch Difference Multilingual Learner (EL): -2.7% Long Term Multilingual learner - N/A Latinx: -3.2% Low Income (SED): -3.2% Students with Disabilities (SWD): 4.8% Unhoused: -3%
4.3	Suspension Rates Percentage of Students by Student Group and Dashboard Red	2022-23 All Monarch - 8.7% Latinx - 9% Multilingual Learner - 10.5% Low Income (SED) - 8.40% Students with Disabilities (SWD) -10% Unhoused - 8.4%	2023-24 All Monarch - 2.2% Latinx - 9% Multilingual Learners (EL) - 1.6% Long Term Multilingual Learners (LTEL) - 1.7% Low Income (SED) - 2.2% Students with Disabilities(SWD) - 0% Unhoused - 2.2%		2025-26 All Monarch - 3.7% Latinx - 4% Multilingual Learners -5.5% Long Term Multilingual Learners - 0.5% Low Income (SED) - 3.40% Students with Disabilities (SWD) -5% Unhoused - 3.4% All SPA: 3%	2023-24 Difference All Monarch: -6.5% Latinx: 0% Multilingual Learners (EL) --8.9% Long Term Multilingual Learners (LTEL): N/A Low Income (SED): -6.2% Students with Disabilities (SWD): 10% Unhoused: -6.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			All SPA: 8% Foster Youth: 8.5% Low Income (SED): 8%		Foster Youth: 3% Low Income (SED): 3%	All SPA: N/A Foster Youth: N/A Low Income: (SED): N/A
4.4	Percentage of students who are Multilingual learners (EL) and Longterm Multilingual Learners (LTEL) making progress toward English proficiency as measured by progression of at least one ELPI Level	This metric was not in red in year 2023 Dashboard	2023-24 Baseline All JCCS - 20.1% Monarch -18.2%		2025-26 All JCCS: 25.1% Monarch: 23.2%	2023-24 Difference All JCCS: N/A Monarch: N/A
4.5	Reading- Renaissance Learning (Local Assessment) % showed an increase >.5 points in their Post Test= .5 of year in	This metric was not included last year 2023	2023-24 Baseline Unhoused: 64% Low Income: 64% Latinx - 62% Multilingual Learners (EL): 61% Long Term Multilingual Learners (LTEL): 59%		2025-26 Baseline Unhoused: 67% Low Income: 67% Latinx - 65% Multilingual Learners (EL): 64% Long Term Multilingual Learners (LTEL): 62%	2023-24 Difference Unhoused: N/A Low Income: N/A Latinx - N/A Multilingual Learners (EL): N/A Long Term Multilingual Learners (LTEL): N/A

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The purpose of Goal 4 is to implement our plan for resources to improve school culture and engagement as evidence by decreases in suspension rate as well as Chronic Absenteeism for students who are unhoused, low income, Latinx, students with disabilities and Multilingual learners (EL). This goal was also to improve the ELA scores of students who are unhoused and those who are low income. In

addition, Goal 4 and its actions, 1, 2, and 3 were carried out as described and as planned and produced great results as evidenced in the metrics. Even with the growth, there is still work to be done and so we persist in increasing the outcomes for all. Because there were other one time funds to be utilized, there was a large part of the funding for this year that was not spent as discussed below.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences in planned actions refers to those exceeding 10% in FY2025

Actions 1,2, and 3 in Goal 4 show material differences. The estimated actual expenditures for goal 4 are projected to be 77% below the budget, primarily due to schools prioritizing the implementation of one-time ESSER III-funded interventions and reserving Equity Multiplier program funds for future fiscal years in response to uncertainty around ongoing federal funding.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions set forth in Goal 4, Actions 4.1, 4.2 an 4.3 were deemed effective as evidenced in the metrics 4.1, 4.2 and 4.3, and will continue through the new year for even greater improvement. Although there was great improvement in attendance (decrease by 3.2%) and a color of orange on the dashboard there is still a need to improve chronic absenteeism rates, especially among students with disabilities ~ 74.2%. The work toward attendance improvement and strategies as well as building culture has been exceptionally productive as the suspension rates have decreased 6.3% as and the graduation rates have increased by 7.9%.(Action 4.1) The culture has also been strengthened through the work of powerful SEL curriculum and implementation.(Action 4.2) Finally, the effectiveness of the school wide reading intervention, as well as the embedded reading strategies have helped to increase ELA scores by approximately 3%, each of the areas will continue to receive funding and implementation to fidelity to ensure forward progress.(Action 4.3)

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

The greatest change to this goal is the addition of the Monarch Multilingual learner (EL) as well as Long-Term Multilingual learner (LTEL) progress. The metrics have been added as metric 4.4 and the actions to support the improvement in this metric have been added to Action 4.3. We have found that our inability to make participation rate heavily affected this results of our progress, as well as that with our ELA and Math. We have already instituted changes and actions to support this goal. We have also added metrics to continue to support our student groups in need of progress in ELA per CASSPP (Metric 4.1) & our local assessment -Renaissance Learning: Unhoused, Low Income, Latinx, EL & LTEL, (Metric 4.5) . Lastly, we have also added San Pasqual Academy to this goal, with their metrics in 4.3 and actions to support their decrease in suspension rates in Action 4.2. In addition, out of respect for our educational partners, we have changed the student group of EL and LTEL to Multilingual and Long-Term Multilingual learners.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Equity multiplier student support and services to reduce chronic absenteeism	Monarch will utilize ICAN strategies as well as Attendance Works resources utilized by all to support student attendance. All certificated and classified classroom personnel are committed to creating a positive school culture through a transformational and therapeutic environment that supports the most effective and efficient ways to serve students and families. In addition, Monarch School will receive priority, specifically, in increasing their connectedness and decreasing rates of Chronic Absenteeism. This goal will be measured by Metric 4.2 Non-Personnel: Supplemental Classroom Supplies, Services and other supports Personnel: Supplemental salaries and benefits to miscellaneous support salaries	$199,750.00	No
4.2	Equity multiplier student supports to reduce suspension rates	In an effort to continue to maintain a reduction in suspension, Monarch has employed the use of an SEL curriculum - self and match to support students needs. In addition, they will utilize the services of the behavior specialists to ensure use of the PBIS and restorative practices models to support behavior. San Pasqual Academy has worked to improve suspension rates by employing better PBIS systems of data collection, teaching behavior and rewards as well. All certificated and classified classroom staff are working to create a positive school culture, We will work to decrease the use of out-of-class suspensions by utilizing our check-in and check-out systems, community circles, as well as support for students and families experiencing social and emotional challenges. This action will be measured by Metric 4.3. Non-Personnel: Supplemental Classroom Supplies, Services and other supports Personnel: Supplemental salaries and benefits to miscellaneous support salaries	$0.00	No

Action #	Title	Description	Total Funds	Contributing
4.3	Equity multiplier student supports to improve English language arts literacy and reading at Monarch	Our JCCS classrooms continue to utilize the High-Leverage Practices for Quality Instruction (HLP) to support ALL learners in achieving challenging state academic standards and becoming proficient in academic English and Mathematics as well as making annual progress toward English Proficiency. Monarch School students impacted by a lowered income and experiencing housing insecurity (100% population of students) are prioritized with specific support for increasing their achievement in ELA. Students who are Multilingual learners and Long-term Multilingual learners are prioritized with new schedules to include designated ELD along with more reading intervention. Finally, there is a new requirement for schools to screen students in K-2 for dyslexia to target intervention; these will go into effect in Fall 2025. This action will be measured by Metric 4.1 and 4.4. Non-Personnel: Supplemental Classroom Supplies, Services and other supports, Structures of the Master Schedule and the rotation of students for maximum effectiveness, Reading intervention contracts Personnel: Supplemental salaries and benefits to miscellaneous support salaries	$199,750.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Over the next three years, San Diego Court and Community Schools will improve its graduation rate for all students, providing motivation, and monitoring experiences in varied academic settings for all students and specifically Latinx, and students experiencing lowered incomes (SED), students experiencing housing insecurity and Students with Disabilities as well as Multilingual and Long-Term Multilingual learners (EL and LTEL). Community Schools will also work to increase their levels of English language arts and Mathematics achievement among students who are Latinx and those experiencing a lowered income while decreasing their suspension rate among students who are foster youth. In addition, Court and Community Schools will increase their levels of annual English proficiency and progress for their Multilingual leaner (EL) and Long-Term Multilingual learners (LTEL). Finally, Community Schools will increase their progress for both their college and career readiness as measured by the College and Career Indicator (CCI), specifically their CTE course enrollment as well as industry recognized certifications for students who are Multilingual leaners , Latinx, experiencing housing insecurity, impacted by a lowered income and Students with Disabilities. These will be measured both locally and by the Dashboard.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

San Diego Court and Community Schools are required to have a focused goal due to their lower graduation rates earning a red on the dashboard. Both Court Schools and Community Schools have a focused goal because of their graduation rate for students who are Latinx, impacted by a lowered income (SED) and Students with Disabilities (SWD); Community must focus on students who are unhoused as well as students who are Multilingual Learners (EL) and Long Term Multilingual Learners (LTEL). In addition, Court and Community earned the lowest score (red) in their annual progress for students who are Multilingual and Long-Term Multilingual learners (EL and LTEL), signifying focused actions for improvement. In addition, Community schools earned red in ELA and Mathematics and must focus its efforts on its students who are Latinx as well as those who are impacted by a lowered income. Community Schools will also focus its efforts in reducing suspension rates for students who are foster youth; their rates are double those of Community and JCCS overall. This is a new area of focus for the 2024 dashboard. Finally, although not required any further for CCI due to earning orange, Community will continue to focus its effort on students with disabilities.

Feedback from our educational partners revealed Court and Community Schools excelling at building strong student-teacher relationships, offering CTE opportunities, flexible scheduling, and hands-on learning experiences. Educational partners also emphasized the importance of maintaining supportive environments, expanding certification programs, and increasing mental health support. Common ideas for improving dashboard metrics include offering financial literacy, expanding post-secondary partnerships, enhancing communication with families, and integrating more industry-recognized certifications. Barriers identified include transportation, financial instability, mental health challenges, and lack of motivation due to unstable home lives. Addressing these systemic barriers while strengthening current successful practices will be critical to boosting attendance and academic achievement in English Language Arts, Math and Multilingual and Long Term Multilingual learner progress.

In order to continue with this great work and increase our achievement in ELA, Math, Multilingual and Long-Term Multilingual learner progress, we will need to:
*Expand designated ELD programs and targeted academic supports for MLLs, SWD, and students who are newcomers with curriculum, teacher training, and integrated subject support
*Strengthen culture of students as well as staff through team building opportunities, relevant and culturally responsive educational opportunities
*Provide academic support through targeted math and reading interventions, 1:1 tutoring, small group support and progress tracking
*Strengthen Tier 1 and Tier 2 MTSS supports with structured, school-wide implementation and monitoring through support through our PBIS/MTSS framework and support from the National College Resource Foundation mentors and peer support
*Improve data collection and tracking systems for Tier 2 interventions and attendance trends.
*Expand industry certification and post-secondary pathway programs, focusing on student interests.
*Improve transportation and logistical support to increase consistent student attendance and opportunities at externships, etc.
*Launch parent engagement strategies (newsletters, workshops, apps) to build family-school connections.
*Enhance mental health services and social-emotional learning support across sites
*Implement targeted outreach to build awareness of school programs and options for students and families.

*There were no underlying issues in the credentialing, subject matter preparation, and retention of the school's educators.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	4 and 5 Year Graduates Cohort Graduation Rate Percentage of Students by Student Group and Dashboard Red	2022-23 Community = 44.90% Multilingual Learners (EL) = 41.90% Latinx = 43.20% Unhoused = 32.40%	2023-24 Community = 46.6% Multilingual Learner (EL) = 43.7 %		2025-26 Community = 54.90% Multilingual Learner (EL) =51%	2023-24 Difference Community = 1.7% Multilingual Learner (EL) = 1.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low Income (SED) = 44.90% Students with Disabilities (SWD) = 54.70% Court = 43.60% Latinx = 49.30% Low Income (SED) = 43%	Longterm Multilingual learner (LTEL) = 42.4% Latinx = 47.5% Unhoused = 40.7% Low Income (SED) = 46.5% Students with Disabilities (SWD) = 47.5% Court = 61.2% Latinx = 63.9% Low Income = 61.2% Students with Disabilities (SWD) = 50%		Longterm Multilingual learner (LTEL) = 47.4% Latinx = 53.20% Unhoused = 42.40% Low Income (SED) = 54.90% Students with Disabilities (SWD) = 64.70% Court = 53.60% Latinx = 54% Low Income = (SED) 48% Students with Disabilities (SWD) = 55%	Longterm Multilingual learner (LTEL) = N/A Latinx = 4.3% Unhoused = 8.3% Low Income (SED) = 1.6% Students with Disabilities (SWD) = -7.2% Court =17.6% Latinx = 14.6% Low Income = 18.2% Students with Disabilities (SWD) = N/A
5.2	CCI Indicator- CTE Course Enrollment and Industry-Recognized Certifications Percentage of Students completing courses by Student Group	2022-23 275 CTE Successful completion of courses Multilingual Learner = 27% Latinx = 73% Unhoused = 31% Low Income = 95% Students With Disabilities = 27% 103 Serve Safe - 19 First Aid/CPR Multilingual Learner = 18% - 47%	2023 -24 386 CTE Successful Enrollment Multilingual learner (EL) = 31% Longterm Multilingual learner (LTEL) = 27% Latinx = 70% Unhoused = 9% Low Income = 96% Students With Disabilities = 36%		2025-26 303 CTE Successful completion of courses Multilingual Learner = 32% Longterm Multilingual learner (LTEL) = 32% Latinx = 78% Unhoused = 36% Low Income = 95% Students With Disabilities = 32%	2023 -24 Difference 111 more CTE Successful Enrollment Multilingual learner (EL) = 4% Longterm Multilingual learner (LTEL) = N/A Latinx = -3% Unhoused = -22% Low Income = 1% Students With Disabilities = 9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Latinx = 58% - 79% Unhoused = 0% - 0% Low Income = 39% - 89% Students With Disabilities (SWD) = 39% - 37%	92 ServeSafe/Food Handlers 24 First Aid/CPR Multilingual learner (EL) = 26% - 58% Longterm Multilingual learner (LTEL) = 19% - 35% Latinx = 63% - 83% Unhoused = 4% - 13% Low Income = 95% - 100% Students With Disabilities (SWD)= 38% - 17%		113 Serve Safe - 21 First Aid/CPR Multilingual Learner = 23% - 52% Longterm Multilingual learner (LTEL) = 24% - 40% Latinx = 68% - 89% Unhoused = 0% - 0% Low Income = 44% - 94% Students With Disabilities (SWD) = 44% - 42%	11 less Serve Safe/Food Handlers/ 5 more First Aid/PR Multilingual learner (EL) = 8% - 11% Longterm Multilingual learner (LTEL) = N/A Latinx = 5% - 4% Unhoused = 4% - 13% Low Income = 56% - 11% Students With Disabilities (SWD)= -1% - -20%
5.3	Smarter Balance Assessment (SBAC) - % of students who Met or Exceeded the standard *not enough students to report CAASPP - TOMS	This metric was not in red in year 2023 Dashboard	2023-24 Baseline ELA ALL JCCS - 5.4% Community - 5.97% Latinx - 7.84% Low Income - 6.31% Math ALL JCCS - 1% All Community - 1.54% Latinx - 2.02%		2025-26 ELA ALL JCCS - 10.4% Community - 10.97% Latinx - 12.84% Low Income - 11.31% Math ALL JCCS - 6% All Community - 6.54%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Low Income - 1.87%		Latinx- 7.24% Low Income - 6.87%	
5.4	Percentage of students who are Multilingual learners (EL) making progress toward English proficiency as measured by progression of at least one ELPI Level - Dashboard	This metric was not in red in year 2023 Dashboard	2023-24 Baseline All JCCS = 20.1% progressed at least one ELPI Level Community - 20.7% Court - 21.3%		2025-26 All JCCS = 25.1% progressed at least one ELPI Level Community - 25.7% Court - 26.3%	N/A
5.5	Suspension Rates Percentage of Students by Student Group and Dashboard Red	This metric was not in red in year 2023 Dashboard	JCCS: 2.8% Foster Youth: 5.9% Community: 4.2% Foster Youth: 8.6%		JCCS: 0.5% Foster Youth: 2.9% Community: 1.2% Foster Youth: 5.6%	N/A

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

The purpose of Goal 5 was initially to to implement our plan to improve graduation rates Community and Court Schools for low income and Latinx students; in addition, Community Schools were focused on increasing the rates for students who were unhoused, students with disabilities and Multilingual learners (EL). In addition, this goal was to increase the opportunities for College and Career Indicator for students who were Multilingual Learners, unhoused, low income, Latinx and students with disabilities. Goal 5 and its actions, 1, 2, and 3 were carried out as described and as planned and produced great results as evidenced in the metrics 5.1 and 5.2. The challenges of length of stay continue to impede the level of progress were would like, however, we are continuing to discover alternatives for our students. Because there were other one time ESSER funds to be utilized, there was a large part of the funding for this year that was not spent as discussed below.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences in planned actions are defined as those exceeding 10% in FY2025.

Actions 1 and 2 under Goal 5 reflect material differences. Estimated actual expenditures for Goal 5 are projected to be 65% below the budget, primarily due to schools prioritizing the implementation of one-time ESSER III-funded interventions and reserving Equity Mutlplier program funds for future fiscal years in response to uncertainty around ongoing federal funding.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

As seen in our metrics, Action 5.1 & 5.2 were deemed effective as shown in Metric 5.1(number of graduates) and Metric 5.2 (CCI) greatly seen in the number of students graduating and preparing for post-secondary success. Our work in graduation rates have improved when students are correctly placed in appropriate courses and continually encouraged to stay the course toward graduation. Our work with community colleges and CTE programs greatly assist us in this effort. It is extremely helpful to offer a plethora of opportunities to students as motivation as well as realistic goal setting. We will continue with these goals and actions and intend to expand in them in an effort to support our students in their success.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

The greatest change to this goal is the addition of the Community and Court School learner (EL) as well as Long-Term Multilingual learner (LTEL) progress. The metrics have been added as metric 5.4 and the actions to support the improvement in this metric have been added to Action 5.3. We have found that our inability to make participation rate heavily affected this results of our progress, as well as that with our ELA and Math. We have already instituted changes and actions to support this goal. We have also added the metric 5.5, justification and action 5.4 to improve suspension rates, specifically for students who are foster youth. In addition, out of respect for our educational partners, we have changed the student group of EL and LTEL to Multilingual and Long Term Multilingual learners.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Equity Multiplier Supportive services for improved engagement to	We will continue to provide motivation and monitoring as well as opportunities for concurrent college enrollment, transcript review and advising, independent study opportunities and post secondary planning to ensure successful high school completion for all of our students. We will give prioritized attention to the students at Community Schools, especially	$594,642.00	No

Action #	Title	Description	Total Funds	Contributing
	increase graduation rates	students who are Latinx, Multilingual and Longterm Multilingual learners (EL and LTEL), students who are experiencing housing insecurities, students impacted by a lowered income, and students with disabilities. At our Court Schools, we will give priority to our students who are Latinx, Students with Disabilities and those students who are impacted by a lowered income (which is the entire population by definition as wards of the court). These students will improve their rates thorough transcript review and options for coursework completion, classroom or independent study options, as well as consistent motivational support to complete the diploma. The MTSS structure will be important to ensure they have the support they need. These same student groups will also see the power in completing college readiness courses and certifications to support themselves while planning for their future. This will be measured by Metric 5.1. Non-Personnel: Supplemental Classroom Supplies, Services and other supports Personnel: Supplemental salaries and benefits to miscellaneous support salaries		
5.2	Equity Multiplier Supportive services to improve College and Career indicators	JCCS is preparing students for a variety of postsecondary options, including concurrent enrollment in college for our students. This is in direct support of the College and Career Indicator on our Dashboard. We will give priority of services to our students who attend our Community Schools (specifically our Students with Disabilities). This goal will be measured by Metric 3.2 and 3.3. More specifically, this action seeks to: *Mitigate barriers to access (logistical in nature) for students and families who support *Increase connection with industry partners to support the expansion of CTE pathways and course offerings *Continue to increase and expand integrated CTE pathways and course offerings to provide equitable access for all JCCS students	$594,642.00	No

Action #	Title	Description	Total Funds	Contributing
		*Continue to increase student internships in VAPA, technology and other spaces In addition, the work of exploring career pathways and expanding potential career opportunities fall within the guidance of our CTE teachers and work readiness staff, with assistance from the school counselor who manages the personal learning plans. Students will be guided to more opportunities for concurrent enrollment in college courses as well as CTE and industry-respected certifications. School counselors and other instructional staff will assist greatly with implementing a comprehensive school guidance program and improving postsecondary planning for students and families. Non-Personnel: Supplemental Classroom Supplies, Services and other supports Personnel: Supplemental salaries and benefits to miscellaneous support salaries		
5.3	Equity Multiplier Supportive services to improve ELA, Math and Multilingual Learner Progress	JCCS classrooms continue to utilize the High Leverage Practices for Quality Instruction (HLP) to support ALL learners in achieving challenging state academic standards and becoming proficient in academic English and Mathematics as well as making annual progress toward English Proficiency. Community School students who are Latinx and impacted by a lowered income are prioritized with specific support for increasing their achievement in ELA, and Math. In Court and Community Schools, students who are Multilingual learners and Longterm Multilingual learners are prioritized with new schedules to include designated ELD as well as continued Integrated ELD focused on utilizing language functions on a quarterly basis to increase the access and development of academic English leading toward proficiency. This new schedule also prioritizes the use of more reading and mathematic intervention. Finally, the use of more specialized professional development along with planning and collaboration time, supported by substitute teachers and coaches, for	$612,662.00	No

Action #	Title	Description	Total Funds	Contributing
		teachers as well as supportive academic and SEL training for parents in assisting students will be utilized to support this work as well. Specifically we will: *Intentionally utilize community supportive services (NCRF, etc.) to expand the assistance offered to students in need of more intentional and specific support *Engage in more data use with assessment, instruction and curricular resources *Ensure professional learning that is intended to accelerate our students knowledge and application *Ensure support for the whole child is designed and intended to improve the students' achievement, motivation and purpose driven learning * Continue to support physical, mental and emotional health and maturity by utilizing the services (sports, wellness, nutritional) of our partners to assist in helping to meet our goals This action will be measured by dashboard Metric 5.3 and 5.4. Non-Personnel: Supplemental Classroom Supplies, Services and other supports Personnel: Supplemental salaries and benefits to miscellaneous support salaries		
5.4	Equity Multiplier Supportive services to improve suspension rates in Community schools	All certificated and classified classroom staff in JCCS are working to create a positive school culture through the support of our PBIS system in addition to training in restorative practices. We will work to decrease the use of out-of-class suspensions by strengthening our communities of learning via the tools of Positive Behavior Intervention and Support, positive affirmations, community circles, as well as our support for students and families with Peer Mentors through NCRF. In addition we will strengthen this work through the data led decision making and specifically wok to improve the suspension rates for all students, especially students who are foster youth as well as White students.	$77,056.00	No

Action #	Title	Description	Total Funds	Contributing
		Specifically we will work to expand this work of engagement and positively reinforcing students by: *Expansion of our PBIS system ensuring fidelity in each aspect of the support, including teaching appropriate behaviors and following in with reinforcement and positive consequences *Refresh of professional learning in Restorative Practices and tools to encourage appropriate behaviors *Make the effort to create classroom and school where students want to participate by offering incentives and support that students want *Through our differentiated assistance support, we will work to analyze data to see when and where we can improve - targeted This is a required action and will be measured by Metric 5.5 Non-Personnel: Supplemental training supplies, services, and other supports for intervention program teachers' training (e.g., PBIS) Personnel: N/A		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$7,676,185	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
11.461%	0.000%	$0.00	11.461%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Supplementing the basic instructional program and other support service to students **Need:** JCCS has an enrollment of unduplicated pupils in excess of 96% of the total enrollment; this represents the percentage of students with lowered income-(SED). Based on our needs assessment and educational partner feedback, our unique need is for our students who are	In order to meet the need of increased achievement for our low income students, research has shown and our educational partners have shared with us that in order to address the needs, we have ensured smaller class sizes, greater access to technology (1:1), health services and greater food opportunities to mitigate the effects of hunger on achievement. Our low-income students have shown more need due to their transitioning and lack of stability, and the impact of the lack of access to all of these items on a daily	1.4 Renaissance Learning Reading and Math and 1.10 SBAC English language arts and Mathematics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	low income scoring at rates seemingly on par with our overall JCCS population and in need of great improvement: SBAC ELA - 5.4% vs. 5.6% overall and Math 1% vs..9%. In addition, on our local assessments, ELA is 54% vs. 54% overall and math is 52% vs. 52% overall JCCS, showing still a need for greater improvement **Scope:** LEA-wide	basis. We are providing these on an LEA-wide basis as we believe this level of holistic support is proving beneficial for all students, however, we are principally directing to our low-income students, and our Latinx students due to their greater need and the growth shown on local assessments.	
1.2	**Action:** Implementation of the State Standards - for All learners **Need:** As mentioned above, our low-income students inclusive of low income students who are also Latinx students in Community Schools and our low income students in SDCOE inclusive of our who are Latinx, unhoused as well as MLLs and LTMLLs and Foster Youth who are our students who show as great a need for support in ELA and Math when compared to our overall JCCS schools. The need, as shared by our data and our educational partners, is for greater professional learning and strategies, along with culturally relevant materials and just in time support to assist the students in ELA and Math achievement as well as capacity building for our instructional staff to ensure the students are receiving the assistance needed.	In order to support the need and increase ELA and Math achievement, we are continuing to provide professional learning and embedded coaching, research-based practices used by design to build capacity in all instructional staff. More effective strategies help to bring the curriculum to the students in a more efficient manner. In addition, greater time and attention to incorporate the culturally relevant curriculum will enhance the inclusivity of the educational experience for all students. These actions are principally directed at our low-income students, our Multilingual learners and Foster Youth and the results are expected to be great. However, they are being provided on an LEA-wide basis as we believe these strategies are good for all students. We will continue to seek feedback from students and parents on the effectiveness and we look forward to seeing continued growth in achievement for our low-income students.	1.4 Renaissance Learning Reading and Math and 1.10 SBAC English language arts and Mathematics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.1	**Action:** Creating a positive school culture-transformational environment **Need:** Our needs assessment as well as our educational partners shared that student population of those with lowered income (94%) are having challenges feeling connected , though increasing, (SDCOE – 60%) and safe (SDCOE - 78%) according to our CHKS data. Our local survey also showed increasing scores at 71% for students and 91% for parents. Our partners continue to share a need to establish a positive climate, increased communication-especially about challenges as well as supportive services for overall wellness of students and families. In addition, low income students need to decrease chronic absenteeism, increase connectedness, and decrease dropouts. **Scope:** LEA-wide	To address these needs, we have a PBIS system, as one part of our Multi-Tiered System of Support (MTSS) in which we have invested much time and resources in building supportive structures for students and staff to thrive. In addition, we have dedicated professional social workers as well as interns to handle the crisis or the everyday challenges that our low-income students face in coming to school with often stability of family and local challenges. These services are being offered LEA wide as research is telling us that many students are having challenges and are in need of support, however, we believe that the multi-pronged approach to these challenges will be beneficial to our low-income students, especially as their access to these consistent services is a challenge.	2.1 (connectedness), 2.2 (attendance), 2.3 (chronic absenteeism) and 2.5 (dropouts)
2.2	**Action:** Activities to promote student engagement and decrease chronic absenteeism while improving connectedness **Need:**	In order to address some of these challenges and meet the needs of our low income students needing more support and opportunities for before and after care, we will work to expand their creativity in VAPA experiences and provide structured opportunities for engagement after school or during school with physical activity	2.2 (attendance) and 2.4 (suspensions), 2.3 (chronic absenteeism)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Opportunities for students to engage and learn new skills are both areas that our needs assessment as well as our educational partners identified as important for our students and especially those who are impacted by a lowered income. To this end, the need for more after-school programming, and more VAPA opportunities were repeated often. In addition, the need for more physical activity in the way of sports was also mentioned by several groups of educational partners, including students. All of these were strategies suggested to assist our students will attendance and to engage students so that their behaviors won't lead to suspensions. Our low-income students' attendance rates were greater than our JCCS at 91%,vs 90% JCCS, suspensions were about equal as well at 2.6% v 2.8% overall JCCS. The challenges are seen in the chronic absenteeism data: K-8 60% vs 60.4% overall JCCS K-8 and 26.9% vs 27.4% overall JCCS 9-12 and finally our unhoused population for suspension is 2.4% vs 2.8% overall. These statistics are getting better and can still use improvement. **Scope:** LEA-wide	opportunities. This is being provided on an LEA wide basis; however, this goal is principally directed at low-income students because of the need for their enrichment and care. These services together help to deescalate behaviors and improve the desire to come to and stay in school programs.	
2.3	**Action:** Services and actions to decrease suspension rates **Need:** Decreased suspension rates were about equal for low-income students at 2.6% v 2.8 overall	In order to address the challenges of suspension and PBIS, our educational partners and our employees spoke of the benefit of PBIS and PERTS when done with fidelity, as a tool to teach and reward behavior. In addition, a request for a refresher in restorative practices was also made. These actions are both research based practices	2.4 (suspensions)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	JCCS; however, our students with lowered income at SPA (8%) showed a need for great improvement. Therefore, our priority is for staff and students for all that are in need of more strategies and support for challenging behaviors. **Scope:** LEA-wide	to address out of school suspensions and are being provided on a LEA-wide level because they are great practices for all students and staff; however, they are being principally directed to our students who are low-income due to the overwhelming need for greater support in behavior management and resources to support the school program as suggested in our data. The PERTS survey asks questions of the students on nine areas and then creates a report along with lessons to teach about the areas one finds challenging.	
2.4	**Action:** Support for our MTSS structure through data collection/analysis **Need:** As a system who strives to use data to create supportive plans, our students of lowered income showed great need for personal items as they can impact the ability to attend school, focus and engage in the learning process, deescalating behaviors in the process. This is critical to our low-income students who report greater needs in personal items, food distribution, clothing assistance as well as academic support, via our Dashboard. Our JCCS program has experienced the benefit of a Data Use Self-Assessment (DUSA) and many realized a number of challenges with our data, i.e. its collection, storage, and usage. **Scope:** LEA-wide	Through MTSS, SDCOE is able to identify the specific needs of low income students in order to provide services that support the whole child's , including basic needs, interventions, and academic support. With the successful collection, validation, and use of data, we monitor these needs and are able to provide the services needed. The success of our program improvements relies on the accuracy and the expediency in using data to meet our students' needs. While this is important for all of our students, it is critically important to address challenges in engagement and follow up with support with our students who are low-income. This action is provided LEA wide and is principally directed to low income and those it will benefit (specifically Monarch, SPA, and Court schools - all are low-income by definition) and their families.	1.4 Renaissance Learning Reading and Math, 2.3 (chronic absenteeism), 2.4 (suspensions), and 2.5 (dropouts)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.5	**Action:** Supportive services for improved engagement to increase graduation rates **Need:** Our Dashboard results reveal a need to improve graduation rates for low income students and especially our court and community schools who serve predominately our low-income population of students. 2023-2024 JCCS: 52% African American: 54% Multilingual learner (EL): 50% Long Term Multilingual learner (LTEL): 48% Foster Youth: 63% Latinx: 52% Low Income: 53% Students with Disabilities: 52% Unhoused: 45% Monarch: 58% Community: 47% Court: 61% San Pasqual Academy: 75% **Scope:** LEA-wide	In order to meet the need to focus on low income and impact all to increase their forward trajectory, this action is provided on a LEA wide basis and is principally directed to low income and those it will benefit by increasing graduation rates, and ensuring coordination with community colleges for concurrent enrollment, are both areas that can be influenced by the school counselor and their team. This is done through our evidence-based MTSS via our personalized learning plans assembled by all personnel from the intake specialist to the counselors, the teachers, and others. Through the daily/weekly connections, our system can use these to identify and effectively meet the needs of our students and families minimizing interruptions in learning. Research and educational partners tell us that school connectedness as well as access to career related opportunities, like CTE, are critically important for our low-income students who often need assistance with resources to explore.	2.5 (dropouts) and 2.6 (Graduation Rate)
2.6	**Action:** Parent engagement, involvement, and leadership **Need:**	In order to address the needs of English learners, foster youth, and lowered income students/families who have greater needs for parent engagement, we provide on an LEA-wide basis, training, development, and access to resources. This is	2.7 (Parent participation in programs for unduplicated students (EL, SED, FY), 2.8 (Parent participation in programs for students with

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Greater parent/family support and engagement in their student's schooling experience is not only a research-based idea, it is required in so many of the decisions that are made with and for school programs. The greater the involvement, the more skilled and empowered parents will be to request and lead improvement efforts. Our students who are low income, foster youth and English Learners, including those who may also be students with disabilities great need for parent engagement. **Scope:** LEA-wide	good for all students and it is principally directed at each of our unduplicated student groups (MLL, FY, Low Income) because it is beneficial to them all, by designing and inviting parents and families into the educational space, in an effort to further provide support for their students through education, social and emotional, and other learning opportunities. Our increase in these efforts will support the children and families in their leadership and school connectedness as well as in positive school outcomes. Again, our hope would be for greater participation among all students, however, these are principally directed and targeted at our low-income students, our foster youth parents and partners, as well as our English learners LEA-wide.	exceptional needs will increase as measured by IEP attendance) and 2.9 (Parents/Guardians in SDCOE are involved in school decision-making - SSC/ELAC, DPAC/DELAC)
3.1	**Action:** Increase the number of students enrolled in postsecondary planning and preparation **Need:** Support for preparing students who are low income in enrolling and succeeding in college for a variety of postsecondary options, including concurrent enrollment, in addition to personal learning plans and other post secondary options as evidence by our Orange on the Dashboard. Our students impacted by a lowered income face this challenge more often, especially at Community and those students with disabilities with 6.1% vs 7.4% overall JCCS. **Scope:** LEA-wide	In order to meet this need, our educational partners spoke of students needing more financial literacy as well as life skills to assist with this goal. This action is being provided on an LEA-wide basis because as an alternative program, our students often have plans that change through their schooling years. Our students are constantly in transition and instability is often a greater challenge. Nevertheless, our students who are impacted by a lowered income will be principally directed and will receive priority in getting the plans done and in enrolling for college, support for books and support for classwork in order to meet this need.	3.1 - college courses

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.2	**Action:** Ensure access to Career Technical Education (CTE) pathways & Industry recognized certifications **Need:** As a system, we are working on ensuring CTE access and it shows that 95% of CTE courses are taken by our students who are low income. Also, the number of students receiving industry certifications and CPR cards are 100% students who are low income including those who may also be students with disabilities As indicated on our dashboard, low income students need CTE and certifications; it is seen as a pathway to a possible career. **Scope:** LEA-wide	In order to meet this need, it is critically important for students to have exposure and more practice with work readiness skills for the purpose of expanding their postsecondary options and gaining access to careers. This action is being provided on an LEA-wide basis because these are experiences that all students can benefit from, however, this action is principally directed at our low-income students including those who may also be students with disabilities in the LEA and Community schools, in addition to Court, Monarch and SPA.	3.2 (CTE Course Enrollment) and 3.3 (First Aid and Food Handler's Card)
3.3	**Action:** Transition internally and externally for students in JCCS **Need:** Transitions internally and externally for students who are low income, MLL, and foster youth including those who may also be incarcerated and/or expelled are critical to the success of the students planned actions as well as their continued success in schooling. Our data from our educational partners, especially Court and Community schools were adamant about the need for a smooth and well planned transition both in and out of our programs.	The monitoring enable the transition technicians to identify the needs of our unduplicated students, identify postsecondary goals and support the execution of the individualized learning plans created by the counselors and the student. The technicians also engage with families to assist with follow-through. This helps to significantly decrease our dropout rates and increase our certification programs and college course completion rates. Our support for this work has proved beneficial in the trajectory of our students upon completing our program. Although these services are important for all students, this action is principally directed for our students who are low-income, foster youth and Multilingual learners as their future is often times determined by the plans we make with them today.	3.1 Concurrently Enrolled, 3.4 (Foster Focus database/ CWS database) and 3.5 (a plan providing educational services for all expelled students)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** Implementation of State Standards for English learners (ELs) and services to Long-Term English learners (LTELs) **Need:** The unique need for academic English Development with our MLLs and LTMLLs has been called out by our data and our feedback from our parents/families and students. Based on this analysis a need for our work with our ELD students to continue and increase is shown. Although our ELs are making progress, in Ren Learn Reading ELs 51% v 54% overall JCCS, Math 51% v 52% and SBAC ELA ELs 4.9% v 5.4% All and Math ELs 1% v 1% All. There is still a need to make greater improvement, hence the reason we have designed this action to help achieve this goal. The request is for us to continue with the focus and the work we have been doing in professional learning, intense language	In order to meet the needs of our MLLs and LTMLLs, we are providing professional learning and intense language function focus within our curriculum implementation and adoptions to the instructional staff to improve the outcomes for MLLs and LTMLLs in language acquisition, ELA and Math. These have been the strategies we have used to focus and show progress with our MLLs. It is being provided on an limited basis because we believe the Integrated ELD is beneficial to our students MLLs and LTMLLs, however, it is principally directed to our MLLs with the expectation of increased achievement at greater levels.	1.4 Renaissance Learning Reading and Math 1.5 English Learner Progress Indicator 1.6 Reclassification

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	function focus and curriculum implementation and adoptions. **Scope:** Limited to Unduplicated Student Group(s)		
1.4	**Action:** Support for foster youth at San Pasqual Academy **Need:** Our needs assessment found that there is a unique need for our foster youth to improve in their academic achievement overall (Ren Learn Reading - 50% vs JCCS overall 54%, Math 44% vs 52% overall JCCS. In addition, the suspension rates at SPA are decreased to 8% vs 2.8% overall JCCS. The educational partners believe this is a contributing factor to their overall performance and asked for assistance in these areas as well. These scores were proven to be a result of the level of transition that happens with our foster youth as well as a need for greater emphasis on the holistic approach to SEL needs in addition to the academics and behavior support for each student. **Scope:** Limited to Unduplicated Student Group(s)	In order to meet the needs of academic and behavioral support, the services are being provided to a residential foster youth facility that provides education for its residents. The focus on the whole child and PBIS has proven beneficial in the past to improve the culture and the outcomes in suspension as well as academics. Therefore, the focus is specifically on this school and its attention to supporting their whole child. We are principally directing all professional learning, processes for integrating new students, and support for teachers to handle the social and emotional, behavioral and academic needs of the students in foster care. Access to placement and enrollment expediently and access to proper coursework, behavior support, and preparation for college have proven beneficial in motivating students to perform and put themselves out there! These actions seek to provide principally directed support for the foster youth at SPA for support in all areas, e.g. suspensions - behavioral support, academic acceleration, etc. to not only meet the students where they need but allow them to experience growth at their grade level and a few beyond.	1.4 Renaissance Learning Reading and Math and 1.10 SBAC English language arts and Mathematics 2.1 Connectedness 2.4 Suspension

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	66,975,381	7,676,185	11.461%	0.000%	11.461%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$14,756,652.00	$5,628,418.00	$715,399.00	$6,330,393.00	$27,430,862.00	$18,345,375.00	$9,085,487.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Supplementing the basic instructional program and other support service to students	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$6,337,986.00	$5,509,350.00	$6,715,515.00	$1,738,920.00	$87,823.00	$3,305,078.00	$11,847,336.00	
1	1.2	Implementation of the State Standards - for All learners	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,733,409.00	$100,415.00	$1,009,576.00	$50,000.00	$0.00	$774,248.00	$1,833,824.00	
1	1.3	Implementation of State Standards for English learners (ELs) and services to Long-Term English learners (LTELs)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$896,636.00	$9,762.00	$789,442.00	$0.00	$0.00	$116,956.00	$906,398.00	
1	1.4	Support for foster youth at San Pasqual Academy	Foster Youth	Yes	Limited to Unduplicated Student Grou	Foster Youth	Specific Schools: San Pasqual Acade	ongoing	$738,200.00	$78,809.00	$749,131.00	$0.00	$255.00	$67,623.00	$817,009.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					p(s)		my									
2	2.1	Creating a positive school culture-transformational environment	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$1,169,494.00	$16,000.00	$875,429.00	$286,681.00	$7,384.00	$16,000.00	$1,185,494.00	
2	2.2	Activities to promote student engagement and decrease chronic absenteeism while improving connectedness	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$170,744.00	$661,092.00	$83,043.00	$386,039.00	$1,175.00	$361,579.00	$831,836.00	
2	2.3	Services and actions to decrease suspension rates	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$1,169,494.00	$16,000.00	$875,429.00	$286,681.00	$7,384.00	$16,000.00	$1,185,494.00	
2	2.4	Support for our MTSS structure through data collection/analysis	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$1,330,784.00	$2,000.00	$303,406.00	$14,256.00	$0.00	$1,015,122.00	$1,332,784.00	
2	2.5	Supportive services for improved engagement to increase graduation rates	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$956,850.00	$0.00	$773,138.00	$0.00	$0.00	$183,712.00	$956,850.00	
2	2.6	Parent engagement, involvement, and leadership	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$898,841.00	$32,208.00	$260,312.00	$388,299.00	$0.00	$282,438.00	$931,049.00	
3	3.1	Increase the number of students enrolled in postsecondary planning and preparation	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$956,850.00	$0.00	$773,138.00	$0.00	$0.00	$183,712.00	$956,850.00	
3	3.2	Ensure access to Career Technical Education (CTE) pathways & Industry recognized certifications	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$862,975.00	$653,513.00	$698,145.00	$199,040.00	$611,378.00	$7,925.00	$1,516,488.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Transition internally and externally for students in JCCS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$850,948.00	$0.00	$850,948.00	$0.00	$0.00	$0.00	$850,948.00	
4	4.1	Equity multiplier student support and services to reduce chronic absenteeism	All	No			Specific Schools: Monarch	1 Year	$27,965.00	$171,785.00	$0.00	$199,750.00	$0.00	$0.00	$199,750.00	
4	4.2	Equity multiplier student supports to reduce suspension rates	All	No			Specific Schools: Monarch, San Pasqual Academy	1 Year	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
4	4.3	Equity multiplier student supports to improve English language arts literacy and reading at Monarch	All	No			Specific Schools: Monarch School and San Pasqual Academy	1 Year	$27,965.00	$171,785.00	$0.00	$199,750.00	$0.00	$0.00	$199,750.00	
5	5.1	Equity Multiplier Supportive services for improved engagement to increase graduation rates	All	No			Specific Schools: Court Schools and Community School	1 Year	$72,078.00	$522,564.00	$0.00	$594,642.00	$0.00	$0.00	$594,642.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							s									
5	5.2	Equity Multiplier Supportive services to improve College and Career indicators	All	No			Specific Schools: Community Schools	1 Year	$72,078.00	$522,564.00	$0.00	$594,642.00	$0.00	$0.00	$594,642.00	
5	5.3	Equity Multiplier Supportive services to improve ELA, Math and Multilingual Learner Progress	All	No			Specific Schools: Community and Court Schools		$72,078.00	$540,584.00	$0.00	$612,662.00	$0.00	$0.00	$612,662.00	
5	5.4	Equity Multiplier Supportive services to improve suspension rates in Community schools	All	No			Specific Schools: Community Schools		$0.00	$77,056.00	$0.00	$77,056.00	$0.00	$0.00	$77,056.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
66,975,381	7,676,185	11.461%	0.000%	11.461%	$14,756,652.00	0.000%	22.033 %	**Total:**	$14,756,652.00
								LEA-wide Total:	$13,218,079.00
								Limited Total:	$1,538,573.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Supplementing the basic instructional program and other support service to students	Yes	LEA-wide	Low Income	All Schools	$6,715,515.00	
1	1.2	Implementation of the State Standards - for All learners	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,009,576.00	
1	1.3	Implementation of State Standards for English learners (ELs) and services to Long-Term English learners (LTELs)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$789,442.00	
1	1.4	Support for foster youth at San Pasqual Academy	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	Specific Schools: San Pasqual Academy	$749,131.00	
2	2.1	Creating a positive school culture- transformational environment	Yes	LEA-wide	Low Income	All Schools	$875,429.00	
2	2.2	Activities to promote student engagement and decrease	Yes	LEA-wide	Low Income	All Schools	$83,043.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		chronic absenteeism while improving connectedness						
2	**2.3**	Services and actions to decrease suspension rates	Yes	LEA-wide	Low Income	All Schools	$875,429.00	
2	**2.4**	Support for our MTSS structure through data collection/analysis	Yes	LEA-wide	Low Income	All Schools	$303,406.00	
2	**2.5**	Supportive services for improved engagement to increase graduation rates	Yes	LEA-wide	Low Income	All Schools	$773,138.00	
2	**2.6**	Parent engagement, involvement, and leadership	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$260,312.00	
3	**3.1**	Increase the number of students enrolled in postsecondary planning and preparation	Yes	LEA-wide	Low Income	All Schools	$773,138.00	
3	**3.2**	Ensure access to Career Technical Education (CTE) pathways & Industry recognized certifications	Yes	LEA-wide	Low Income	All Schools	$698,145.00	
3	**3.3**	Transition internally and externally for students in JCCS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$850,948.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$28,918,790.00	$25,777,778.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Supplementing the basic instructional program and other support service to students	Yes	$12,591,272.00	$12,056,662.00
1	**1.2**	Implementation of the State Standards - for All learners	Yes	$1,797,399.00	$1,674,856.00
1	**1.3**	Implementation of State Standards for English learners (ELs) and services to Long-term English learners (LTELs)	Yes	$872,927.00	$723,763.00
1	**1.4**	Support for foster youth at San Pasqual Academy	Yes	$969,724.00	$723,043.00
2	**2.1**	Creating a positive school culture-transformational environment	Yes	$1,132,874.00	$1,104,886.00
2	**2.2**	Activities to promote student engagement	Yes	$740,416.00	$744,375.00
2	**2.3**	Services and actions to decrease suspension rates	Yes	$1,132,874.00	$1,104,886.00
2	**2.4**	Support for our MTSS structure through data collection/analysis	Yes	$1,499,986.00	$1,568,384.00
2	**2.5**	Supportive services for improved engagement to increase graduation rates	Yes	$924,798.00	$937,076.00
2	**2.6**	Parent engagement, involvement, and leadership	Yes	$917,485.00	$831,280.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Increase the number of students enrolled in postsecondary planning and preparation	Yes	$924,798.00	$937,076.00
3	3.2	Ensure access to Career Technical Education (CTE) pathways & Industry recognized certifications	Yes	$2,500,451.00	$1,818,407.00
3	3.3	Transition internally and externally for students in JCCS	Yes	$819,091.00	$862,780.00
4	4.1	Equity multiplier student support and services to reduce chronic absenteeism	No	$116,489.00	$0.00
4	4.2	Equity multiplier student supports to reduce suspension rates	No	$116,489.00	$0.00
4	4.3	Equity multiplier student supports to improve English language arts literacy and reading	No	$116,489.00	$79,936.00
5	5.1	Equity Multiplier Supportive services for improved engagement to increase graduation rates	No	$1,245,228.00	$368,585.00
5	5.2	Equity Multiplier Supportive services to improve College and Career indicators	No	$500,000.00	$241,783.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$7,468,812	$16,066,195.00	$13,522,357.00	$2,543,838.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Supplementing the basic instructional program and other support service to students	Yes	$7,801,966.00	$6,201,812.00		
1	1.2	Implementation of the State Standards - for All learners	Yes	$968,768.00	$864,979.00		
1	1.3	Implementation of State Standards for English learners (ELs) and services to Long-term English learners (LTELs)	Yes	$754,613.00	$595,080.00		
1	1.4	Support for foster youth at San Pasqual Academy	Yes	$807,215.00	$557,155.00		
2	2.1	Creating a positive school culture- transformational environment	Yes	$829,536.00	$788,414.00		
2	2.2	Activities to promote student engagement	Yes	$234,013.00	$19,797.00		
2	2.3	Services and actions to decrease suspension rates	Yes	$829,536.00	$788,414.00		
2	2.4	Support for our MTSS structure through data collection/analysis	Yes	$476,522.00	$313,105.00		
2	2.5	Supportive services for improved engagement to increase graduation rates	Yes	$735,881.00	$759,678.00		
2	2.6	Parent engagement, involvement, and leadership	Yes	$247,125.00	$252,671.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.1**	Increase the number of students enrolled in postsecondary planning and preparation	Yes	$735,881.00	$759,678.00		
3	**3.2**	Ensure access to Career Technical Education (CTE) pathways & Industry recognized certifications	Yes	$826,048.00	$758,794.00		
3	**3.3**	Transition internally and externally for students in JCCS	Yes	$819,091.00	$862,780.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$65,318,753	$7,468,812		11.434%	$13,522,357.00	0.000%	20.702%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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 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.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

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

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support 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

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

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

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated 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).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's 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).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is 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 transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024