

**Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template**

LEA Name

San Diego County Office of
Education, JCCS and Friendship School

CDS Code:

37103710000000

Link to the LCAP:

(optional)

**For which ESSA programs apply to your
LEA?**

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children
and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

*(note: This list only includes ESSA programs with LEA plan
requirements; not all ESSA programs.)*

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

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 through the elimination of the racialized opportunity gap that negatively impacts our students of color. We accomplish this through the delivery of 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 the achievement of this mission.

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

Juvenile Court and Community Schools

These schools serve approximately 1,774 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 homelessness.

Monarch School

Monarch School is a K-12 public school serving the needs of children impacted by homelessness. The only school of its kind in the county, Monarch is a unique public-private partnership between 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

San Pasqual Academy in Escondido is a residential campus that is seeking to serve approximately 50 teens in foster care. It opened in 2001 and was the first school in the country to specifically serve this population. It is in the midst of a transition to a new in-home service provider that seeks to significantly expand the program.

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).

Overall Juvenile Court and Community Schools (4 CDS Codes)

Student Demographics (October 2022 Census Day)

Enrollment = 959

Students who are Low Income (SED) = 94%

Students who are English Learners = 34%

Students in the Foster Care system = 8%

Students who are Homeless = 37%

Students with Disabilities (SWD) = 27%

American Indian/Alaska Native = 0.4%

Asian = 0.5%

Black/African American = 11%

Filipino = 0.4%

Hispanic = 75%

Native Hawaiian/Other Pacific Islander = .2%

White = 7.4%

Multiple = 3.6%

Missing = 0.6%

School Enrollment (October 2022 Census Day)

Friendship = 33

Monarch School = 265

San Diego Community Schools = 437

San Diego Court Schools = 185

San Pasqual Academy = 39

LCAP Goals:

SDCOE schools will ensure students succeed in college and career via excellence in teaching and learning through a system of coherent and aligned professional learning structures, which include large group professional learning, site-embedded coaching, observations with targeted feedback, benchmark assessments, and weekly professional learning opportunities. 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 continued data collection and analysis will allow us to monitor and adjust our program as needed to achieve this goal. (Goal 1)

SDCOE schools will increase educational partner engagement to support excellence in each student's success through parent education and leadership training to enhance home/school partnerships, with topics such as restorative practices; parent/child communication; college and career readiness; gang awareness; alcohol, tobacco and other drugs prevention/intervention like vaping; and healthy relationships. We will monitor our data to ensure we are meeting our educational partners' needs in developing and refining internal and external communication systems to increase engagement of the students, parents, staff, and other educational partners with the schools. (Goal 2)

SDCOE schools will continue to develop coherent and transparent systems for operational excellence to support each student's success by establishing internal systems and structures to support student self-monitoring/self-regulation, increase equity, and expand access to a rigorous and developmentally appropriate instructional program. Our commitment is to engage students and ensure they are able to attend regularly and stay engaged in the academic environment, specifically our students who: are English learners, Hispanic, impacted by homelessness, impacted by lower income, and students with disabilities. This continual improvement is monitored by data analysis visualization tools to support the site, region, and division. Adhering to all safety guidelines, the division believes that our ongoing teaching and learning has continued to improve our student and family engagement, increase attendance, and course credit completions. (Goal 3).

SDCOE schools support the integration, alignment, and transition of students who are at-risk, English learners, expelled, incarcerated/impacted by the justice system, impacted by the foster care system, impacted by homelessness, impacted by a lowered income, have a specific disability, are Hispanic or from any other marginalized community to be prepared to succeed in college and career. We do this through a developed and successfully implemented positive and transformational school culture using a Multi-Tiered System of Support (MTSS). This structure allows for appropriate data collection, training, and implementation of protocols that work to ensure academic supports for students accessing a rigorous grade-level curriculum. It also provides the opportunity and support for students and families to develop skills in academic and behavior supports, including but not limited to, positive behavioral interventions and supports (PBIS), and reading and mathematics intervention for those students who need them. Finally, we are continually refining our support for teachers and leaders in identifying and implementing high-quality integrated and designated English Language Development (ELD) in alignment with our English language arts, science, mathematics, history and newly created ethnic studies curriculum. (Goal 4)

The San Diego County Office of Education met the criteria for Comprehensive Support and Improvement (CSI) based on the 2021-22 dashboard under ESSA due to:

~Monarch School in the indicators: low performance in English (123 points below standard), Mathematics (163.1 points below standard), ELPI (34.2% making progress towards English language proficiency), Graduation rates (60.9%), and Chronic absenteeism (71.7%)

~San Diego County Community in the indicator: Graduation Rate (at 44.1%)

~San Diego County Court in the indicator: Graduation Rate (at 44.4%)

~San Pasqual Academy - no CSI eligibility

The SDCOE Juvenile Court and Community Schools (JCCS) leadership team is meeting with experts in improvement science from the Imperial County Office of Education investigate the root causes of our performance gaps, graduation rates, and issues of chronic absenteeism. Six student groups for SDCOE/JCCS met the criteria for Differentiated Assistance (DA); these six student groups are in need of targeted concentration as evidenced by our dashboard results. We will target our Differentiated Assistance work to align our efforts at intervention through our Multi-Tiered System of Support structure, utilizing our universal screener and interventions to meet the needs of our students who are English learners, foster youth, Hispanic, impacted by homelessness, who are experiencing the affects of low income and students with disabilities.

A word about 2021-22 Graduation Rates

As the San Diego County Office of Education, we are apart of the Dashboard Alternative School Status ~ 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. We were judging students by the four 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 versus a 12th grader. The implications for this were the student being judged as a 12th grader and expected graduate versus a 10th grader with credits left to complete both for competencies and for completion towards graduation.

For example, Graduation Rates for 2020-21: Community - 79.1%, Court - 93.9%, Monarch - 93.8%, San Pasqual Academy - 92.9%

We continue to use our 90-day universal screener with the assistance of our instructional staff and support, we are using our Renaissance Learning Assessment in reading and mathematics to measure progress every 90 days. These results, in addition to our interim benchmark assessments and our weekly MTSS meetings, are helpful in our data collection. We are using our student engagement data to help us monitor students' and families' needs via our Multi-Tiered System of Support (MTSS) framework, which allows us to effectively and efficiently address the needs of each student equitably.

Below is a summary of our Dashboard (2021-22); in addition, we have provided our local assessment results.

This level of absence and the need for assistance lead us to our assessment scores, which remind us to return to our focus on students achieving at levels consistent with the goals they have for their lives. This includes our work in monitoring their progress through assessment. We began to show great progress prior to the shutdown in English language arts/English language development, however, our students' mathematical skills seemed to have suffered greatly during the shutdown. Our mathematics program still needs the support of all of our math teachers and programs. We do have systems in place to address academic intervention and to teach skills in behavior and social and emotional strategies, and we fully anticipate that those skills will be beneficial in our students' overall development. Our math CAASPP scores are below; we have rarely had students meet or exceed the expected level of mastery (our students average length of stay is 54 days); however, this year we did. This indicated that we are on our way to ongoing improvement.

Specifically, our unduplicated students appear to need great improvement in the Reading and Mathematics Assessment of CAASPP; these are the percentage of the students who have met or exceeded the standards:

2021-22 Dashboard CAASPP English Language Arts in TOMS

All Juvenile Court and Community Schools - 6.96%

English Learners - 0.61%

Foster Youth - 15.38%

Low Income (SED) - 6.98%

African American - 3.03%

Hispanic - 3.59%

Students with Disabilities (SWD) - 1.39%

Homeless - 4.55%

White - not enough students assessed for a %

2021-22 Dashboard CASSPP Mathematics in TOMS

All Juvenile Court and Community Schools - 1.94%

English Learners - 1.84%

Foster Youth - 0.00%

Low Income - 2.11%

African American- 0.00%

Hispanic - 2.83%

Students with Disabilities (SWD) - 1.39%

Homeless - 4.86%

White - not enough students assessed for a %

Results to Date - July 1 - Jan. 20, 2023 Renaissance Learning Local Assessment

In our Reading % shows an increase >.5 points in their Post Test = .5 of year in >= 90 days

All JCCS = 32.4%

AA = 21.4%

EL = 28.5%

Foster Youth = 29.7%

Hispanic = 34%
Homeless = 30%
Low income (SED) = 31.8%
SWD = 36.7%

Our Math % showed an increase >.5 points in their Post Test = .5 of year in >= 90 days
All JCCS = 37.4%
AA = 36.6%
EL = 38.2%
Foster Youth = 32.5%
Hispanic = 38.3%
Homeless = 34% Low income = 37.3%
SWD = 46.5%

Furthermore, in our schools, the following shows the progress on the 90-day assessment in this YTD 2021-22 school year:

~San Diego County Community Schools (Community Schools) ~ 30% increased and 15% maintained
~San Diego County Court Schools (Court Schools) ~ 42% increased and 19% maintained.
~Monarch School ~ 31% increased and 29% maintained
~San Pasqual Academy ~ 47% increased and 23% maintained

Attendance Rates

Our attendance rates, post COVID, have remained above 80%. These rates continue to increase and with that we are seeing a greater engagement at most schools. We still have some challenges with chronic absenteeism, which will be detailed in the Identified Needs section, as well. Our attendance rates are included below and reflect a tremendous effort by our personnel to reach out to and engage our students in learning. In addition, our systems of support have continued to identify and work toward engaging all students who might be absent. Our efforts around increasing attendance rates will include all of our students with particular focus on our students impacted by homelessness, primarily attending Monarch School, and students at San Pasqual Academy, our school for students in the foster care system and that is undergoing a change in housing staff.

2022-23 YTD July 1 - Jan. 20, 2023 Attendance Rates: (Synergy)

*JCCS = 88.3% (an increase of 4%)
Monarch = 81% (a decrease of 5%)
San Diego Community = 86.8% (an increase 11.9%)
San Diego County Court = 100.0% (static)
San Pasqual Academy = 98.6% (a decrease of 4.5%)

Our MTSS is also heavily focused on decreasing the risk of students getting behind in their learning as well as the attainment of the necessary credits to matriculate and ultimately graduate. To this end, our focus in decreasing chronic absenteeism is continual for all of our students and especially our students impacted by homelessness in the high school level, as well as students at San Pasqual Academy (SPA). In addition, our goal is to get more students in school so that we are able

Chronic Absenteeism

JCCS July 1 - Jan. 20, 2023 Chronic Absenteeism: (Synergy)

*JCCS K-8: 66.5% (a decrease of 9.89%); AA: 57.1% (a decrease of 26.23%), Hispanic: 68.3% (a decrease of 8.03%), EL: 67.3%: (a decrease of 10.36%), Low Income: 67.1% (a decrease of 10.04%), FY: 33.33% (static), Homeless: 80.54% (a decrease of 9.94%), SWD: 71.43% (a decrease of 14.03%)

*JCCS 9-12: 31.2% (a decrease of 12.13%): AA: 13.5% (a decrease of 22.58%), Hispanic: 32.3% (a decrease of 23.45%), EL: 33.7% (a decrease of 14.24%), Low Income: 30.7% (a decrease of 12.01%), FY: 20.8% (a decrease of 4.53%), Homeless: 48.8% (a decrease of 3.35%), SWD: 31.9% (a decrease of 6.03%)

*Monarch K-8: 136 or 71.6% (a decrease of 9.51%), Monarch 9-12: 59 or 67% (an increase of 24.61%)

*San Diego County Community K-8: 24 or 55.8% (a decrease of 9.72%), San Diego County Community 9-12: 198 or 40.6% (a decrease of 22.27%)

*San Diego County Court K-8: 0 or 0.00%, San Diego County Court 9-12: 0 or 0.00%

*San Pasqual Academy 9-12: 8 or 19.5% (an increase of 16.72%)

Finally, our work in alternatives to suspension appears to be having an impact and there is a greater need to focus our efforts on our work in PBIS and teaching students academic and community behaviors for success. The greatest impact being at Monarch and San Pasqual Academy, which is where they were focused heavily.

2022-23 through 1-13-23

JCCS: 3.1%

Community: 3.0%

Court: 0 or 0.0%

Monarch: 5.2%

San Pasqual Academy: 19.0%

AA: 3.5%

EL: 4.8%

FY: 10.2%

Hispanic: 3.4%

Homeless: 4.4%

Low Income: 31.1%

SWD: 3.3%

Ongoing Success

Our students still have their updated Chromebooks (we refresh about 70% annually) and the students have access to them at both home and school. As a system, we continue to inquire and then meet the needs of our students on a daily basis. One such area is technology; we currently have loaned over 700 hotspots to families to ensure access to the technology. Along with technology, we continue to refine our curriculum and instruction to include online platforms so that students are able to access their work in a variety of formats. Our partners in visual and performing arts continue to support our classrooms, most notably through the weekly courses and our alternative/authentic assessments, also known as the Design Jam and the Take Action Jam. Instructional coaches continue to create, train, and coach instructional staff (teachers and aides) so that students are successfully engaging and being successful with the curriculum. The cross-curricular focus has proven beneficial to our students and staff as well. The students continue to respond to cross-curricular opportunities and present their progress to their families and the school community at the Student-Led Conferences (SLCs).

Some other areas of success included our response to family needs via the food service initiative. Students are continually provided opportunities and access to locations that provide food in an effort to mitigate the food insecurities that increased during the pandemic. Also, the Special Education department continues to report a 95% rate of parent participation in Individualized Education Program (IEPs) meetings as a result of offering them virtually, which has been a positive byproduct of the pandemic.

The system has worked hard to create efficient and expedient responses to students' needs. These successes highlight the work and purpose of much of the resource allocation of LCAP. Collaboration with our teachers and classified unions as well as our teachers, staff, administrators, community partners, students, and families continues to provide us robust ideas on how to maintain a stance of continuous improvement via our data through piloting ideas in curriculum delivery, instructional models, engagement strategies, and our opportunities for assessments (local and state). Growth in our knowledge and application of improvement science continues to expand our successes. Our alignment with the support of our categorical funding is critical to continue to make progress in these goals and metrics.

All JCCS and Special Education school sites during 2021-22: Although we have seen drastic improvement in Chronic Absenteeism, attendance rates and local assessments, we will need to focus improvement on ELA, Math, English Learner Progress, Attendance Rates, Chronic Absenteeism, and Graduation Rates as well as an improved social and emotional state for students and staff.

Specifically, in 2022-23 the chronic absenteeism rates decreased for all student groups, however, our students who are English Learners, Hispanic, impacted by Homelessness, students who are impacted by a lowered income, and students with disabilities are still at unacceptable rates, especially for our younger students.

*For our students impacted by homelessness, students who are impacted by a lowered income, and our students who are Hispanic, our rates are such that we will have to focus on engaging and supporting these students and families even more in the upcoming year. These shifts in numbers have been influenced thus far by actions such as improved site-level monitoring of student attendance, the implementation of processes for daily engagement, and the processes for our multi-tiered system of support. Unfortunately, the fallout of the return from the pandemic has also increased the uncertainty and thus the absenteeism of more students. (Goal 3, Action 2)

- We will continue to refine our practices around the successful implementation of a positive and transformational school culture using the data from our Multi-Tiered System of Support (MTSS) for all students inclusive of academic and social and emotional learning and strategies for intervention. We believe these universal screeners support and intervene in academics (reading and mathematics) in a effective manner and will critically assist our student groups - our English learners, foster youth, Hispanic youth, students impacted by homelessness, students who are impacted by a lowered income, students with disabilities and our White students. (Goal 1, Action 5, and Goal 4, Action 1 and 6)

*A substantially heavier focus on social and emotional learning (SEL) strategies through embedded and specific strategies as well as the supportive structures for support will have a greater ability on engagement and support specifically for our foster youth and our students with disabilities. In addition, we anticipate that our English learners, our Hispanic youth, our students impacted by homelessness, and our students who are impacted by a lowered income will benefit from these strategies as well. (Goal 4 Action 1, and 6)

- We will continually refine our support for teachers and leaders by implementing high-quality integrated and designated English Language Development (ELD) in each of our core content areas to support our learners, specifically implementing the components of our newly revised English Learner Master Plan. We anticipate a greater growth and development as per our ELPI indicator. (Goal 1, Action 3 & 6 and Goal 2, Action 3, and Goal 4 Action 4)

*Improved student proficiency in English language arts and math will be addressed through targeted staff development and ensuring access for all students to a rigorous and developmentally appropriate program. In ELA and mathematics, all groups are of focus and in need at this time. (Goal 1, Action 2, 3, and 6; Goal 2 Action 2, and Goal 4, Action 6). With the implementation of our EL Master Plan, we fully expect our English learners, foster youth, Hispanic youth, students impacted by homelessness, who are impacted by a lowered income, and students with disabilities to show increased outcomes. Our students with disabilities have already begun to show progress in our mathematics outcome.

Through the structures being put in place using the MTSS framework and the Division Curriculum Committee, there has been a continual focus on ensuring basic services, professional learning, curriculum, instruction, and assessment all focused on implementing the California Standards using strategies that promote success for this specific population of students. Aligned academic supports and social and emotional supports funded through Supplemental and Concentration funds in the LCAP will enhance student success.

Supplemental supports for students with differentiated needs, such as students who are impacted by homelessness, the foster care system, English learners, and other at-risk populations (incarcerated, early parenting) will be provided through actions and services using federal funds that are delineated in the LCAP and will be explained in this addendum. Decisions regarding the use of both LCAP and federal funds are made only after input from a variety of educational partners, including students, school staff, parents/families, and community partners.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Throughout JCCS, the effective and aligned use of state and federal funds toward achieving the JCCS mission, needs, and goals is discussed with all educational partners. At the district level, the District Parent Advisory Council (DPAC) and District English Learner Advisory Council (DELAC) members are advised of progress and metrics and give their input, along with the broader educational partners about LCFF, Title I, and Title III funds, on actions that will provide the best support for students. The LCAP includes federal funding and delineates how the federal funds supplement the LCFF funds. At the site level, similar conversations take place at the school site council (SSCs) and English Learner Advisory councils (ELACs). Because of this intentional structure, the School Plan for Student Achievement (SPSA) which includes our plan for Comprehensive Support and Improvement monies, and the LCAP support each other in achieving common goals.

Implementation of and support for the work aligned to the Multi-Tiered System of Support (MTSS) framework is an example of how actions/services are aligned through a variety of funding sources. LCFF funds are continually used for planning and design support in a tier system. Within those tiers, LCFF provides funding for Tier 1, a broad spectrum of support to include the best possible first teaching and behavioral supports for our students. The Federal funds provide additional funds to support interventions in Tier 2 (for our students who have been identified as needing more support in these areas.) This strategy applies to both academics (training in instructional strategies to support Title I or students and those students who are English learners), and with social and emotional supports (restorative practices for families, positive behavioral interventions and supports, etc.).

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Provision addressed within the ConApp reports.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The mandate for County Office of Education-run schools is to serve the underserved. Our students are primarily, impacted by lowered household income (94%), students of color (91%), students who are English learners (36%), students impacted by the foster care (8%), students experiencing homelessness (37%), at promise (100%), detained (19%), expelled, or referred to us by the Probation or social service departments. The specialized needs of our students require highly qualified and fully credentialed teachers. As noted in the annual SARC report and annual CBEDS report, 100% of our teachers are fully credentialed and appropriately placed. Annual Human Resources (HR) teacher placement audits indicated we are 100% in compliance. Trending data indicates a decline of student enrollment over the last five years and continues to trend downward. There are a number of reasons for this trend but county offices across the state have shown similar data. The main reason for this decline is the change in strategy by the Probation department and the juvenile court judges. Adjudicated youth are primarily sent home on probation instead of being detained. In addition, other models in comprehensive education, including the community schools model, have also led to the decrease in expulsion and push-out types of behaviors. This decline in student enrollment has impacted the hiring of new teachers. SDCOE has made every effort to address the staffing issues through attrition.

Consistent with the ESSA definitions, we have no Out of Field or Inexperienced teachers, therefore as stated earlier, teacher equity is not currently an issue.

Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our LEA has worked with parent and family liaisons to develop and implement a long-term plan to build capacity and leadership among parents of students who are English learners and other at-risk families. DPAC and DELAC members have been active leaders in contributing to our work by providing thoughtful feedback. They are also vocal in meetings about the desire for their child's success and help in addressing the challenges that arise. The parent involvement and engagement policy is distributed at SSC/ELAC and DELAC leadership meetings annually to review, update, and approve the plan for students upon enrollment. Parent feedback on SPSA development and LCAP goals is solicited and encouraged via forums and surveys. Growth in diverse parent groups have shown an increase in participation, involvement with the school, and in parent engagement activities. Parents provide ongoing feedback and planning support for the development of workshops, parent trainings, experiential learning trips, and educational book clubs.

A parent activities calendar is created and distributed quarterly to parents. It is first distributed at the beginning of the school year and then modified and distributed throughout the year. Blackboard Connect also helps to get information and invitations to our families and partners. Parents and guardians participate in experiential learning events to enhance parent and school partnerships and to promote a positive school culture. Outreach events include themes to address/celebrate cultural diversity and college and career readiness.

Trainings for parents are developed and executed to target areas of need and those requested by parents. Parents are given information on the state academic standards and ways they can support students and teachers. They are also given the schedule of the school's assessment program including the California Assessment of Student Performance and Progress (CAASPP). Priority for the last few years have been given to social-emotional learning, "Strengths Finder" for parents and Restorative Practices and other areas of deep concern. These themes include parent outreach events including building a bridge with your child, drug/alcohol abuse prevention, gang culture awareness, and Parent Leader Appreciation Day.

Language translation (oral and written) is provided at parent meetings along with transportation and childcare.

Weekly and monthly meetings occur with Probation and the juvenile court judges to enhance educational partner engagement, partnership, and to more effectively meet the needs of students.

Through the deliberate and strategically planned outreach events, parent/guardian and educational partner participation, from July - January 296 parents participated in school-related activities. Our LCAP Forums alone yielded 254 participants (49 including four court appointed special advocates [CASAs], and 29 parents of English learners) and community-based organizations/partner agencies (27), probation officers (8), students (13), social workers or interns (8), classified (43), and credentialed staff (106) inclusive of teachers, instructional coaches, Special Education and its administration. Parent feedback at outreach events, LCAP Community Forums, and educational partner surveys were used to guide the creation of the 2023-24 LCAP Goals, and actions that align with our SPSAs goals and WASC action plans. In addition, there has been a 95% participation in our Individualized Education Plan meetings for students with disabilities, primarily due to the hybrid opportunities for virtual and in-person opportunities.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We have implemented a Multi-Tiered System of Support (MTSS) framework to support efficient and effective ways to identify students and families in need of extra services from our school teams. This includes universal supports for data-informed academic and school culture (behavior, social and emotional) supports/interventions for students who need them. Universal supports for school culture are extended through a trauma-sensitive lens, with restorative practices and positive behavioral interventions and supports (PBIS) as a our systemic means to teach and reward the expected school wide college-going behaviors. We have expanded our MTSS/District Equity Leadership Team (DELT) and Regional Equity Leadership Team(s) (RELT) to analyze disaggregated data for students who are at-risk, expelled, English learners, and foster youth in order to inform ways to better prepare students to succeed in college and career. Meetings occur with Probation and the juvenile court judges to enhance educational partner engagement, partnership, and to more effectively address specific student needs. Weekly meetings occur at the Juvenile Detention facilities to ensure successful student transition back to the district of residence; meeting attendees include site leadership, school counselors, and Probation staff. At the Juvenile Detention facilities, longer-term students are also provided transition counseling so they are able to reenter their communities with support and successful opportunities for jobs and post-graduate study. For San Pasqual Academy, the school for Foster Youth, we convene a monthly advisory committee that is chaired by the president of the SPA Board of Directors and attended by the executive director, school principal, director of Rites of Passage (as the newest residential provider), County Council, and San Diego County Health and Human Services, Court Appointed Special Advocates, Probation, and the presiding Juvenile Court judge. This committee monitors the schools' instructional program, student supports, and wraparound services.

We continue to assist probation and child welfare in the identification of appropriate education rights holders as requested and including:

- IEP's
- 504 plans
- Placements

We monitor, refine and adjust practices and services to support prompt enrollment, placement, and course credit completion for foster youth transitioning in and out of all JCCS/county-run programs. On-going trainings for JCCS and special education staff were instituted regarding legal mandates, IEP development, monitoring student achievement goals, appropriate sharing of information, as well as understanding IEPs and 504s to ensure appropriate student placement.

We revised our student enrollment and assessment process to properly identify student needs and trained staff on selecting, administering appropriate assessments that include:

- Diagnostic assessments for reading and math Interim/progress monitoring performance assessments
- Review and refine data analysis to align with measurable IEP goals.
- Use assessment and monitoring information to inform the development of a Multi--Tiered System of Support to meet the needs of all students in JCCS.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

JCCS enhanced the student enrollment guidelines and procedures to properly identify and provide services to our underserved students including those who may be impacted by homelessness. Partnerships/contracts with outside agencies to provide targeted supports (Additional counseling services, Social Work Interns, The Movement enrichment and tutoring program, Project Aware, MAST, etc.) are made available to students. JCCS continues to implement a coherent system for recording and monitoring students to ensure increased student attendance by having meetings/training's to ensure that parents/guardians, teachers, principals, and classified staff have the latest data on their student's attendance.

Monthly Attendance Improvement Management (AIM) meetings where attendance clerks and other classified staff review and analyze attendance data were instituted. AIM staff have been trained to understand/follow the laws regarding enrolling homeless students and the need to remove any barriers to a speedy enrollment in school. JCCS works with the County Office homeless liaison staff to coordinate services and assist with students transitioning from homelessness.

Students impacted by homelessness participate in all JCCS programs, including community schools, San Pasqual Academy, court schools as well as our school specifically for youth who are impacted by homelessness, Monarch. Monarch is a nationally recognized K-12 school created specifically for San Diego county area students who are transitioning from homelessness. Staff assist students and also families to connect them with county resources but also provide clothing, meals, transportation, educational opportunities, and other services, as needed.

We provided professional learning on Trauma-Sensitive Schools (TSS)/Trauma-Informed Practices (TIP) to all JCCS staff, Probation officers, and parents to develop universal awareness, common language, and ownership. We have also trained our entire system, including our parents and partners, on our PBIS system and its impact on the learning opportunities for children. We are continuing to refine our Multi-Tiered System of Support (MTSS) framework in all JCCS sites; we now have a system to document positive and challenging issues with students as well as the possible interventions and their effects. MTSS interventions ensure universal academic and school culture (behavior, social and emotional) supports for each of our students including students impacted by homelessness. Although our initial grant provided additional training to help staff monitor student data and provide additional support/intervention to help students succeed and become college/career ready, we have found it wise to continue these supports as well.

JCCS continued to provide activities and learning opportunities for parents. Translation services, transportation, childcare, and meals are provided at all parent events and activities. Parent counseling services, support from parent and family liaisons, partnerships, and supports are also given to parents/students who are in transitioning from homelessness.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our School and Family Engagement team (SAFE team), which includes counselors, social workers, social work-interns, parent family liaisons (PFLs) and transition technicians meet monthly with leadership to review the implementation of the counseling program, monitoring student transitions, and student supports. The SAFE team also monitors students Personalized Learning Plans (PLPs), Journey's college/career interests surveys to encourage post high school preparation and career/college planning.

JCCS allocates funds for student transition technicians. Transition techs are responsible for assisting students with the successful completion of district expulsion rehabilitation plans. They also assist students with district transition appointments, often calling district personnel to advocate for returning students. Transition techs assist with student college concurrent enrollment goals, college tours and FAFSA, ACT/SAT prep as mentioned above. Transition techs work in conjunction with the SAFE team, school counselors, school social workers, registrars, and social work interns.

JCCS has contracted with The Movement to provide support for academic development and SAT/ACT prep as well as college going behaviors and support. School counselors and transition technicians support students with the completion of college applications, financial aid documents, and scholarship essays.

We established a stronger partnership with the Mobile Adolescent Services Team (MAST) to provide students with mental health support. This resource is available to parents and students upon transition into the JCCS school structure. The support continues to be provided to students upon transition back to their district of residence. A countywide policy for students in transition to and from our juvenile detention facilities was developed in partnership with the San Diego Probation department, SDCOE, and other county agencies. A strong collaborative of county agencies works on behalf of students to ensure successful transition for students. In addition, SDCOE created a transition plan for expelled youth that was approved and signed by all 42 San Diego county school districts. The district expulsion transition plan assists districts with the seamless transition to county-run programs and protocols for students returning to district.

JCCS continues to expand Career Technical Education (CTE) opportunities, work experience opportunities, and career readiness activities for students. The program developed a series of introductory and intermediate courses and continues to expand to provide opportunities for each child. Courses will continue to be implemented in the 2023-2024 school year. Some courses will be in partnership with local community colleges. A CTE advisory committee was created and implemented to provide direction and oversight for the JCCS CTE program.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

JCCS utilizes the student intake appointment to conduct a number of individual assessments to assist with the creation of student goal setting and program development. Student interests survey, credit history, and Journeys college and career planning results go into the development of the students personalized learning plans (PLP). This process assists us in identifying students who have been serviced as gifted and talented as well as those in need of more assistance in their literacy, math, and reading. Teachers align student interests with classroom literacy. Because JCCS has multiple small sites throughout the county, a central library is not feasible. Culturally relevant classroom-based libraries along with partnerships with educational partner groups and other providers has been the priority.

As a program, we have invested funding into reading intervention for our students as well as REWARDS as a motivational reading tool. In addition, we focus on Read Aloud, Teen Services, and Family Literacy. The program provides novels and tutors to serve JCCS students across the division. School Site Councils decide the scope of services needed for their students and programs and we have focused much of our monies on literacy tools as well as books in recent years (CDS Codes).

JCCS also uses a credit recovery program called Edgenuity by Odysseyware. Edgenuity is an online credit recovery program that provides students the opportunity to take courses that may not be provided directly by their teacher but that they need to graduate. JCCS offers students a one-to-one digital experience with Chromebooks and carts available at each location. This program also allows for our gifted students and those taking honors courses to continue in those courses as well.

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Juvenile Court and Community Schools (JCCS) support the education, integration and transition of students who are impacted through educational challenges associated with being at-risk, expelled, incarcerated, in foster care, and/or English learners. Our goal is to assist our students in being prepared to succeed in college and career by focusing on positive school culture and climate, a structure for appropriate de-escalation, and increased positive staff/student relationships. We refine and adjust support for teachers and leaders in identifying and implementing high-quality integrated and designated English Language Development (ELD) in alignment with the English Language Arts (ELA) ELD Framework. We have further infused our mathematics, science, and now our history curriculum with ELD strategies as well. To improve classroom practices and the capacity of the instructional support team, professional learning was strengthened through professional development, including training to address barriers for students who are low-achieving, credit deficient, special education, and English learners, and their language and academic needs.

JCCS has implemented a Multi-Tiered System of Support (MTSS) framework for all students including academic and social emotional interventions. The goal of MTSS is to create an organized system of support and intervention that is efficient and effectively meeting the unique needs of JCCS students. MTSS aligns with the implementation of a comprehensive school guidance program supporting the American School Counselor Association domains, and will systematically incorporate programs already in place such as MAST and substance abuse counseling. We are continually updating the MTSS/District Equity Leadership Team (DELT) and Regional Equity Leadership Team(s) (RELT) to analyze disaggregated data for students who are in need of assistance; this includes our students who are expelled, English learners, and impacted by foster care, or homelessness, and others at risk. Our goal is to identify improvements and interventions that better prepare students to succeed in college and career.

Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

JCCS leadership took steps to strengthen our Regional Model (added support staff, instructional coaches etc.) to improve communication and collaboration with districts, community-based organizations, and the community at large (Probation, law enforcement, county health and human service agencies) in order to positively impact our students and their families, particularly our at-risk, expelled, EL students, homeless, and foster youth. Ongoing meetings are scheduled to improve communication with our educational partners, 42 districts, Probation and the juvenile justice commission. Meetings with dependency court judges and delinquency court judges, San Pasqual advisory board, and other county agencies are scheduled as needed and monthly depending on the need.

Formal agreements with Probation including the countywide transition protocol and Title 15 agreements are in place. SDCOE is the sole educational provider for students placed by the juvenile court to the Youth Transition Center which includes the Urban Camp and East Mesa Juvenile Hall I. A formal agreement (MOU) with the 42 San Diego County school districts to provide educational services for students who have been expelled was signed by all districts and approved. MOU agreements are in place for jointly shared services for our community schools including the Monarch School Project (homeless) and San Pasqual Academy Rites of Passage (Foster Youth), ACCESS, and WEOA.

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The San Diego County Office of Education (SDCOE) and JCCS follow all local, state and federal guidelines for a Local Educational Agency (LEA). We are WASC-accredited and our programs follow California State Standards, CDE-mandated assessments, accountability measures, and funding requirements. All of our programs are in compliance of all Federal Mandates for Title I school-wide programs including the annual Title I Comparability Report. JCCS is closely monitored by the SDCOE Board of Education and Superintendent of Schools. Ongoing board reports on student academic progress, LCAP goals and action plans, Local Indicator results and other accountability measures. We continue to implement, review, and deepen application of Restorative Practices and insure our Trauma-Sensitive Schools (TSS) practices along with our positive behavioral interventions and supports (PBIS) (teaching expected school-wide college/career appropriate behaviors) are utilized throughout our system. Joint trainings on Restorative Practices for Probation and JCCS staff were conducted and are continually being offered to better serve the needs of our students.

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Student transition plans are developed at enrollment, and updated depending on length of stay, in collaboration with the student, parent, Probation, and others as appropriate. Multi Disciplinary Team (MDT) meetings are held to support successful transition, furthering education and post-incarceration success. Student transition technicians further engage in 90-day follow up and reporting to ensure successful reentry into community. Restorative Practices meetings and trainings are ongoing. Partnerships and meetings with the juvenile court judges, court officers, school district representatives, and Health and Human Services take place throughout the year. Daily enrollment and exit reports are sent to partner districts to coordinate re-enrollment upon release.

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The students entering JCCS programs have been impacted by many of the following issues: experiencing a lowered income, traumatic experiences, early pregnancy/parenting, incarceration, expulsion, credit deficiency, foster care involved, experiencing homelessness, being English learners, and having learning disabilities; these are all factors that lead to students who become at-risk. Unfortunately, issues with substance abuse and addiction are also common, along with other unique needs where a traditional approach to education did not prove to be sufficient.

Our School and Family Engagement Team (SAFE team), which includes counselors, social workers, social work-interns, parent family liaisons (PFLs) and transition technicians meet bi-weekly with leadership to review the implementation of the counseling program in alignment with the ASCA standards/domains.

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

A head counselor continues to provide leadership, guidance, and direction for the counseling program. The head counselor co-leads the SAFE team meetings and is also an active member on the DELT team.

We established a stronger partnership with Mobile Adolescent Services Team (MAST) to provide students with mental health support. This resource is available to parents and students upon transition into the JCCS school structure, this support continues to be provided to students upon transition back to their district of residence. We conduct an extensive Child Find for students with disabilities entering our incarcerated setting. A special education department staff member at the facilities meets with each student entering and provides and orientation while encouraging students to self-identify to determine if they have ever had an Individualized Education Program (IEP). We also send a records request for students when they enter the facilities to determine if they are a SWD. Finally, the majority of school districts, including JCCS, use SEIS as a special education information system. This provides JCCS special education department access to special education records almost immediately. In addition, we have Education Related Mental Health Support (ERMS) for all students designated in their IEP.

We also facilitate the assistance of counseling interns to help us address students who are receiving counseling services aligned with all six ASCA standards/domains.

A robust professional development plan is implemented annually to assist teachers and staff with meeting the unique needs of JCCS students. Each of our instructional coaches are dedicated to helping each school create a positive school culture through our Positive Behavior and Support Interventions with a Restorative Practices (RP) lens. In addition, two of our instructional coaches are dedicated to students' social and emotional learning (SEL), training our school staff and faculty as well as our parents. Our lessons in SEL can be given either as a course (during Advisory for example) or embedded into the teachers' lessons. We continue to implement, review, and deepen application of Restorative Practices and its plethora of options for building community and restoring it as necessary especially effective as our alternative to suspension approach. Also, Trauma Sensitive Practices are utilized to further support an atmosphere that is positive, supportive, and encouraging.

In partnership with LLS and the Division Curriculum Committee, we designed and are continuing the implementation of high-quality integrated ELD instructional practices in alignment with the following: C I & A professional learning plan, the ELD roadmap, our own integrated ELD toolkit, the CA ELA/ELD Framework, State Standards, and our ELA/ELD curriculum map, Units of Study, and benchmark assessments. Professional learning included ELA and special education division teachers attend full-day PLs to learn how to facilitate our new units of study using integrated ELD teaching practices. Paraprofessionals are also trained on how to support the integration of ELD in all courses/classrooms. In addition, our mathematics, science and now history/social science division curriculum committees were also tasked with piloting/adopting curriculum that supports our work in Integrated ELD.

The trainings in technology that teachers experienced helped teachers learn Google Classroom and receive guidance and tips for conversing online with students, creating small groups, and assigning aides to support. Our visual and performing arts partners continue to work and create

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth,

parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Ongoing multidisciplinary team meetings are held to coordinate services including, but not limited to the following: mental health referrals to Mobil Adolescent Services Team; communication with health and human services; coordination with Probation on school placement and student/family needs; pregnant/parenting resources, medical supports, nutritional supports, and parenting classes; and special education transition plans and supports. School counselors, student transition technicians, parent and family liaisons, and social work interns all refer students and families to needed resources and supports through community agencies. Participation in community collaborative meetings develop relationships and an awareness of current resources available. Bi-monthly Student and Family Engagement (SAFE) team meetings provide the opportunity to share resources and discuss student and family needs in order to optimize supports. We also have schools for girls who are early parenting and we are creating programs for gender-specific sites. We believe that all of these opportunities will help meet the need of each and every student.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

JCCS partners with local industry and post-secondary institutions to provide youth with high-quality career readiness and career technical education (CTE). Youth in our correctional facilities participate in CTE programming such as: work readiness; CTE graphic arts and production; CTE culinary arts; and CTE building and construction. The CTE building and construction program partners with a local plumbing company to provide guest speakers, mentoring, and work site visits. The work readiness courses culminate in a resource fair held at the end of the eight-week course, where industry, schools and community-based organizations are invited to meet with youth who are ready to be released. Through the Pathways to Justice Careers for Youth program, youth who have been released are offered the opportunity to connect with mentors, guest speakers, visit workplace locations, engage in career exhibitions and complete a paid internship. Partners include the San Diego Workforce Partnership, Sport Training Academic Recreation Police Athletic League (StarPal), Urban Leadership Development Institute (ULDI), Circles 4 Change, San Diego State University, and the San Diego Fire Department.

JCCS offers the following dual enrollment, concurrent enrollment, and correspondence opportunities: San Diego City College HVAC courses (students can earn EPA certification) and San Diego City College Business Information Worker. We also have partnerships with Cuyamaca and Palomar colleges to maintain high school classrooms as well as dual enrollment. San Diego State University students enrolled in DOL-funded Pathways to Justice Careers can take criminal justice course through the College of Extended Studies and earn 1-3 units of university credit. We also have a similar program at the University of San Diego USD. In addition, we have a counseling partnership with Point Loma Nazarene University and a social work intern program with the University of Southern California.

Parent and Family Involvement

ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We have a formal agreement between the LEA and Probation, Health and Human Services, and all 42 school districts in the county to facilitate communication and reporting on the enrollment and exit of students involved in the juvenile justice system. Ongoing meetings and engagement with all partners are included in the agreement. Ongoing parent trainings, educational opportunities, supports, and opportunities for input on needs are provided to parents. Trainings include but are not limited to: truancy training and supports, academic success and transitioning, communication with your child, human trafficking, financial aid and post-secondary readiness, participation in annual Passport to Life: College and Career education expo, and college/certificate program tours.

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

JCCS offers career readiness and career technical education programming to provide youth with career exploration, work-based learning, industry-recognized certification, and supportive and emergency services. JCCS is unique in that we have received grant funding through multiple agencies such as the U.S. Department of Labor, the U.S. Department of Justice, and the State of California. JCCS leverages these funding sources with those received through the state to ensure that at-risk and justice involved youth have the support needed to engage in the workforce.

The Department of Labor-funded Pathways to Justice Careers program. It offers mentoring, leadership development, work-based learning through paid internships, job shadowing, and college and program tours. New partnership with STARPAL Program provides guest speakers and mentoring with San Diego law enforcement. Leadership development through TRIBE/ULDI, offers life skills through intensive restorative council with Circles for Change. The CTE program conducted visits to the U.S. Attorney General's Office and District Attorney's office. Student internships were provided along with placements at law offices and SDCOE.

JCCS has a long-standing collaboration with San Diego Workforce Partnership (SDWP) our local Workforce Investment Board. Students across the County have been registered in SDWP programs called Connect 2 Careers, a summer job program. SDWP offered a retail federation course for students throughout the county at 37ECB. SDWP is an active partner in the Pathways to Justice Careers program, on the leadership council, and participant in the CTE Advisory Council.

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Reentry planning begins as soon as the student is remanded to the San Diego County Juvenile Detention Facility. Our students are interviewed by our school counselor, student support specialist, and transition technician within 48 hours of confinement. At this meeting, it is of the utmost importance that student voice and choice are taken into consideration. Students review their academic, vocational, and career goals in order to prepare them for the day they are released from custody. As soon as the intake process is completed, the counselor, transition specialist, and educational Specialist (Special Education case manager) begin communicating with the probation officers regarding the educational needs, transition plan, and aspirations of our students.

Open communication between all educational partners that are or will be supporting the student is imperative. Our transition technician is the key education member of the Multi-Disciplinary Team (MDT). This team consists of the student, family/guardian, education representatives, institutional probation officers, home-based supervision probation officers, medical personnel, psychologist as necessary, and community service providers. The team meets to create a plan that incorporates the following:

a. Educational goals

b. List the accommodations, modifications and/or supports the student may need if the student has an IEP or 504 plan

c. Share information with home supervision Probation and the receiving school district in order to prevent any delay in the student returning to his or her school of choice

d. Provide for a means of ongoing communication between Probation and the school while the student has been assigned formal or informal probation requirements

Additionally, the MDT process continues to monitor, modify, and revise the transition plan as the student makes progress toward goals and objectives that lead to increased protective factors while decreasing risk factors that may lead the student to recidivate and thus return to the juvenile detention facility.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We conduct an extensive Child Find for students with disabilities entering our incarcerated setting. A special education department staff member at the facilities meet with each student entering and ask the student several questions (self-identify) to determine if they have ever had an IEP. We also send a records request for students when they enter the facilities to determine if they are a student with a disability. Finally, the majority of school districts including JCCS use SEIS as a special education information system. This provides the JCCS special education department (SPED) access to special education records almost immediately.

We also conduct a 30-day Change of Placement IEP. During that time, we discuss the student's strengths and areas for improvement, review their goals and progress, and determine if they need an annual or triennial plan created. In addition, we are able to address any psychological needs via the SPED therapists, the psychologist, and the Educationally Related Mental Health Services therapist.

The process for special education students leaving our detention facilities is: We inform the District of Residence when a student with a disability enters and exits the programs. In addition, when we are given advance notice of a student with a disability release date, we convene a transition meeting. The purpose of this meeting is to discuss placement options with the district of residence and/or JCCS. Also, JCCS SPED has a district liaison with each school district in San Diego County. We provide the liaison student information and they are invited to IEP meetings.

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Transition meetings are held for students exiting court school programs, including, but not limited to the following participants: student, parent, school counselors, transition technicians, special education representatives, district of residence representatives, social work interns, Probation officers etc. Options for school placement are discussed and supports developed to ensure successful transition.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

JCCS designed and implemented a new employee onboarding process in partnership with the SDCOE Human Resource Services department (HR). New employees now have the benefit of a blended overview process with a video-streaming curriculum and a direct coaching/onboarding process with our coordinator of operations. Principals are provided an opportunity for one-on-one coaching with JCCS leadership, LEEP coaching (HR), and admin coaching from SDCOE's Learning and Leadership Services (LLS).

We have worked to build a coherent professional learning system that was implemented and aligned by utilizing whole-group PL, site-based PLCs, instructional coaching, and administrator observations/feedback. JCCS implemented a new instructional focus on integrated ELD instruction across all content areas with emphasis on ELD standards related to "interacting in meaningful ways," such as students interpreting (making sense of) texts and problems, students collaborating (peer-to-peer talk, students working together), and students sharing their understanding in writing and in oral presentations.

Much of this work is done through our division curriculum committees as well as an Instructional Framework aligned to best practices for inclusive teaching and learning (with English learners, students with IEPs, and general education students in the same classroom).

Priorities for the 2023-24 school year will be:

*Concentrating our efforts around the launching of the SDCOE North Star (the organization's goal to reduce the number of students/families in San Diego County living in poverty), building capacity and calibration with the Instructional Leadership Team (administrators and instructional coaches) on the strategy of transformational teaching and learning in all of our schools. Transformational/Deep learning can happen when students are engaged in the four components of student learning:

Students understand what they are learning and why they are learning it

Students engage in learning tasks/events to build, extend, and apply understanding

Students use language and literacy to communicate in disciplinary ways

Students self-assess and reflect on their learning and understanding while growing their aptitude in the six global competencies: Critical Thinking, Creativity, Collaboration, Citizenship, Character, Communication

Our initial goal is to align our plethora of JCCS initiatives with our strategy of transformational/deep learning, i.e. Equity for Language Learners Improvement Collaboration (ELLIC), Reading/Mathematic Intervention, Multi-Tiered System of Support (MTSS), Positive Behavioral Interventions and Support (PBIS), Social and Emotional Learning (SEL), etc.

Utilizing a curb cut culture, meaning that when we are thoughtful and inclusive in our design for learning intentionally addressing the needs of those at the margins, we strive to create a more successful learning experience and outcome for each and every student.

*Creating a new Division Curriculum Committee (DCC) to assist the professional learning of our English language arts teachers in reviewing, piloting, and adopting new curriculum for our system; our last DCC was in the 2017-18 school year. This group will continue in its efforts to create and implement Curriculum Maps/Units of Study and benchmark assessments to ensure students in JCCS access standards-aligned courses with appropriate levels of rigor and integration with our English Language Development standards. We will continue to utilize Study Sync as another leveled curriculum encompassing designated and integrated ELD support, in the meantime. In addition, we will continue with our Expository Reading and Writing Curriculum (ERWC) to continually help to improve our students' writing. Our continued focus in integration of ELD in all core content areas is a major piece of implementing the English Learner Master Plan. Our ultimate goal is to ensure increased achievement, integration, and cohesion of our curriculum and expectations, in an effort to see continued growth in our local and statewide benchmark assessments. We will give a concerted effort to the increased achievement in ELA and increased ELPI scores for our English Learners.

*Reconvening our Ethnic Studies Division Curriculum committee in an effort to pilot and adopt a curriculum to meet the graduation requirement in advance of when required. We have started and stopped this committee over the last year and we are now ready to continue for 2023-24. Our collaboration with our teachers and Equity department personnel will be instrumental in curating this curriculum for our needs. In addition, it has been a consistent theme of our educational partners and will help to ensure a culturally and linguistically responsive environment for our students. Attention to these courses have shown to approve the outcomes for our student groups that have historically been underserved.

*Continue to expand the pilot for our Computer Science course. Created in collaboration with SDCOE's Learning and Leadership Services, the introduction to Computer Science course had more than 20 participants. The topic is important for career development and we believe it has made, and will make an impact, on students and the trajectory for their postsecondary opportunities. We are looking to expand that to a number of other administrators, teachers, and support staff in hopes of bring the necessary supports to our student courses for successful learning.

* Continuing and expanding our work in financial literacy for our students. We currently have courses available as well as community-based organizations willing to assist us in this effort. It was requested by many parents and students alike; therefore, we are setting the priority to ensure our students are well equipped for financial independence and proper risk management.

*Continuing the work begun by the Division Curriculum Committee in mathematics, which was started in 2019, with all mathematics teachers. This group has reviewed math content standards, building content knowledge, and teacher capacity with the help of our partner experts from SDCOE's Learning and Leadership Services. This group also helped to lead the JCCS division in integrated math strategies and pedagogy in the 2019-20 piloting of math curriculum, which led to adopting the new math curriculum for 2020-21. In 2021-22 we began to expand our work of implementing the curriculum along with refining the just-in-time support needed for access. In 2021-22 we continued in assisting our mathematics program with key lessons to coincide with the storylines for mathematical competencies. We also continued this work in Universal Design for Learning and ensured its presence in our lesson planning. This year, we are continuing to focus on these teacher-supported and designed lesson plans along with strategic support for our students in an effort to achieve success in the highlighted standards at grade level.

*Continuing the work of the Division Curriculum Committee for Science, which was started in 2020. This group selected our curriculum, Discovery Education, for adoption in support of our STEAM Initiative for JCCS. In addition, we continue to implement the Curriculum/Scope & Sequence, decision-making, CTE pathways, community partnerships, and Exhibitions of Learning. As Discovery Education is taught, we work to refine the system to include Curriculum Maps/Units of Study and benchmark assessments as well as powerful Design Jams and Take Action Jams to incorporate cross-curricular opportunities and authentic assessments of learning for our students.

*Continuing the Division Curriculum Committee for History-Social Studies, which was started in 2021. This group reviewed History-Social Science Framework and the JCCS Mission Statement to develop a vision for the implementation of standards, building content knowledge and teacher capacity with the help of our partner experts from Learning and Leadership Services (LLS). This group is leading the JCCS division in strategies and pedagogy around the framework of Content, Literacy, Inquiry and Citizenship (CLIC); it has piloted and adopted all McGraw Hill curriculum text for U.S. and World History and Government and Economics. We will continue to refine the system to include Curriculum Maps/Units of Study and benchmark assessments. In addition, we began to offer the California Seal of Civic Engagement in the 2022-23 school year.

*Continuing to strengthen our system of coherent and aligned professional learning structures by strengthening administrators and instructional coaches' capacity to lead large group professional learning, professional learning communities, site-embedded coaching observations with targeted feedback, and benchmark assessments with analysis as well as forward feedback on classroom observations.

*Continuing to develop our MTSS structure, organizing JCCS in a manner in which we identify and provide support for students in an efficient and expedient manner, strengthened by the use of data. This will be our fifth year in a division-wide implementation of the Multi-Tiered System of Support (MTSS) framework. Initial training sessions began in MTSS in 2018-19 and was followed by a pilot; then an introductory training of the strength of PBIS and the foundation needed. We will continue with this model via the training and implementation of our work in DELT, including a MTSS Handbook filled with varied supports through tiered levels, decision rules, and data systems to support what will be our third year of all schools' implementation for the remainder 2022-23 and 2023-24 school years.

*Continuing to develop our positive school culture by continued training in reinforcing the principles of restorative practices. In 2019-20, we created a PBIS team for each administrator (nine in all) and conducted five days of training for each team to be prepared to lead the Year 1 implementation in 2020-21. Due to COVID-19, we did not have the chance to implement PBIS. However, with the return of our students after the shutdown in 2021, we realized the need for and the power of intensively teaching behavior. This will be our year 4 of a 5-year pilot-training of PBIS for behavior-intensive instruction. Though we began in 2019-20, we realized this year that we needed to go back to basics in some areas in order to strengthen our foundation and utilize the newest data tools in an effective manner.

*Continuing to support our reading intervention support program. It was organized similarly to PBIS with nine teams, one for each administrator, training in both embedded strategies and content specific-strategies, as well as a dedicated/protected teachers for reading intervention strategies to implement with our students with the most need. Our work in building capacity has truly strengthened our team and their work in embedding ELD strategies will continue to happen this year. This year will be heavily focused on the cross-curricular integration of reading intervention in every class to offer support for those students who need it most. The strategies are being shared with all teachers so that they may utilize them for student success.

*Continuing with the implementation of a comprehensive school guidance program supporting the American School Counselor domains and systemically incorporate programs already in place such as MAST, substance abuse counseling, and intentional Mental Health Support, as well as social and emotional strategies, including the Radical Self Care curriculum and others curated by our instructional coaches. Our work as part of the SDCOE SEL Community of practice and Creating Opportunities in Preventing & Eliminating Suicide (COPES) is also assisting in this work of meeting more than the academic needs of our students.

*Utilize the instructional coaches in a more concentrated and continued effort at meeting the social and emotional needs of our students through social and emotional learning (SEL) strategies and intervention, both embedded in the daily experience and taught as weekly courses by our teachers, counselors, and other staff members. We have been accepted into the 2021 SEL Community of Practice with SDCOE and we utilized that knowledge to create a plan to formally embed this learning into our daily learning opportunities for our students and staff members. We know through our educational partners that this is an area we need to make more systemic and formal in its implementation to ensure we are meeting the needs of all students.

*Continuing work with the CTE Advisory Board to add and expand CTE pathways and course offerings. Per our educational partners' request, we will be creating a one-stop, outward facing site to include all offerings in CTE so that more students, faculty, and staff are aware and able to take advantage of the vast number of offerings.

*Offering more support to faculty, staff, students, families, and other educational partners in getting trained on our student information system (Synergy) portal. This is sure to improve the manner in which we communicate and ensure a flow of information to all of those involved in our educational practices.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Juvenile Court and Community Schools prioritize funding based on educational partners' input at District Equity Leadership Team, LCAP, staff, DPAC, and DELAC meetings. Additional input is received via staff, students, LCAP, and other educational partners' surveys.

Funds are not directly distributed to schools, rather an expenditure plan is developed with educational partner input. The preliminary work is done by the school's leadership team collecting survey data; analyzing California School Dashboard report, consulting with SDCOE's Learning and Leadership Services department, and making recommendations for use of Title II-Part A funds to the LEA's director and educational partners. Since COVID-19, we are also using our local data, as a system, to learn how we can further meet the needs of students by accelerating their learning.

Under the new LCAP provisions and School Support and Assistance-CSI program, the organization uses Title II-Part A funds mainly to enhance professional development opportunities for teachers, principals, and other school leaders; i.e., regional instructional coaches. There is a high concentration for school sites currently on CSI program (San Diego Community and Court Schools).

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

JCCS continues to implement a coherent system for recording and monitoring students to ensure increased student attendance by having meetings/trainings to ensure that parents, teachers, principals, and classified staff have the latest data on their student's attendance:

*Monthly Attendance Improvement Management (AIM) meetings where attendance clerks and other classified staff review and analyze attendance data.

*School site training consist of teachers, counselors, and classified staff reviewing and discussing their site's chronic absenteeism and suspension rates.

*Coffee with the principal's meetings consist of parents and staff meeting to discuss the correlation between chronic absenteeism and educational success. During these meetings, they review data, have discussions regarding their students' attendance, and parents receive resources/tools to promote attendance, in addition to a wealth of other topics discussed.

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

*Implementing an automated attendance and letter writing system to notify parents and improve student attendance rates. In addition, we distribute monthly to the teacher and administration information regarding those with a substantial amount of absenteeism making them at-risk for chronic absenteeism.

Teachers continue to appreciate the assessment system Renaissance Learning (RenLearn for ELA and math) as an efficient and user friendly, diagnostic system. Students can be assessed every 90 days in 20 to 30 minutes Teachers and admin analyze student scores to guide instruction and develop necessary supports. It is also used as a pre-screener for our mathematics and reading intervention programs.

We are continuing to build our coherent PL system and continue to strengthen our efforts to prepare each student for success in college and career. Our Division Curriculum Committee has improved the alignment of our ELA/ELD curriculum with CAASPP and established a foundation for us to improve the alignment of all core curriculum with state standards. All teachers were trained in the use of CAASPP Interim Assessment Blocks (IABs). Student assessment results indicated growth areas to be targeted. We were able to establish a baseline for teachers and students to focus on before the actual SBAC testing. Instructional coaches conducted in-services (PLCs) to review the data with teachers and to review IAB test results. Instructional coaches also offered instructional strategies to help teachers target weak areas and provide supports for students. In addition, students have the opportunity to share their learning through the authentic assessment that we cal the Design Jam (Fall) and Take Action Jam (Spring). These presentation of learnings are helpful is also sharing the knowledge attained by students.

All teachers were trained in integrating ELD across all content areas through our cross content scope and sequence, with emphasis on the ELD standards cluster "interacting in meaningful ways" (interpretation, collaboration, production). Instructional coaches and principals conducted classroom walk-throughs to provide support for teachers and appropriate feedback.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Our Curriculum, Instruction and Assessment (C I & A) partnered with SDCOE's Learning and Leadership Services Division (LLS) team to develop an English learner toolkit in support of implementing Integrated/Designated ELD with fidelity. Monthly Title III compliance meetings were created in partnership with the LLS Assessment and Accountability unit to keep our school sites informed and in compliance. The LLS senior director introduced the state Dashboard to principals and staff and showed student outcomes in all sub-group areas. Additional meetings were held with JCCS leadership to review Dashboard scores, student sub-group scores, and areas of growth.

A coherent professional learning (PL) system was implemented and aligned by utilizing whole-group PL, site-based PLCs, instructional coaching, and administrator observations/feedback. JCCS implemented a new instructional focus on integrated ELD instruction across all content areas with emphasis on ELD standards related to "interacting in meaningful ways," such as students interpreting (making sense of) texts and problems, students collaborating (peer-to-peer talk, students working together), and students sharing their understanding in writing and in oral presentations. A Division Curriculum Committee for Math was created to build teacher capacity, content knowledge, and best-practices to lead instruction, develop Curriculum Map/Units of Study/Benchmark Assessments, and make an informed decision regarding new math materials and resources.

A Division Curriculum Committee was created and developed an Integrated ELA/ELD Curriculum Map/Units of Study/Benchmark Assessments, as well as an Instructional Framework aligned to best practices for inclusive teaching and learning (with English learners, students with IEPs, and general education students in the same classroom). All content areas covered were aligned with State Standards and all teaching practices given were evidence-based practices. Principals were provided an opportunity for one-on-one coaching with an outside consultant, LEEP coaching (HR), and coaching from SDCOE's LLS team. In addition, the LLS personnel also assisted in making our mathematics curriculum, and Science and History-Social Studies responses to our students in need of more language support.

Joint trainings on restorative practices were provided to JCCS and Probation staff. All staff in-services were given in August and January to clearly align division goals, mission, and vision with coherent professional learning plans. Student scores and Dashboard results were also presented. All staff in-services included a presentation of the Multi-Tiered System of Support (MTSS) framework and trauma-informed practices (TIP). All PL opportunities are designed to close the opportunity and access gap and provide equitable access/enhanced learning opportunities for students.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

JCCS does not receive funds for immigrant children. This section is not applicable.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Appropriate assessment and placement of English learners (ELs) is occurring through the ELPAC and interim assessments, along with Renaissance Learning. Ongoing monitoring and reclassifying of ELs is done by English Language Development assistants, teachers, administrators, and includes parent consultation. Four-year monitoring is being done at the central office by an assessment system technician and at the site level by ELD assistants. Parent Leadership Groups; District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), and English Learner Advisory Committee (ELAC) continue to monitor EL student proficiency results.

JCCS implemented rigorous and differentiated learning models through Division Curriculum Committee and PLCs that included both seat-based and independent study programs to respond to the needs of diverse learners and promote opportunities for remediation, acceleration, and increased access to a broad course of study. Multiple trainings were developed with our partners from LLS to address barriers for students who are English learners and their language and academic needs.

Additionally, JCCS ensures a high-quality academic program for English learners by building a program that includes:

- *A revised English Learner Plan heavily modeled after the ELD Roadmap and Toolkit
- *Designated ELD to build language skills and integrated ELD to support acquisition of content knowledge
- *Integrated ELD to support acquisition of content knowledge
- *Professional development in understanding and differentiating instruction based on the specific needs of newcomers. ELs, and students at risk of becoming long-term English learners (LTELS)
- *Appropriately assessing incoming EL's to determine placement, and LTELS
- *Teacher assessments of students in class to inform instructional decisions.
- *Educational partner (stakeholder) voice in program design and decisions. The monitoring and progress of ELs/ RFEPs. (Through District Advisory Committee DAC, District English Language Advisory Committee DELAC, English Language Advisory Committee ELAC. District Equity Leadership Team DELT).
- *Rosetta Stone computer program to support newcomers in their acquisition of English
- *Designated English learner software implementation - Learning Tree

Qualifying students will be given the opportunity to earn the Seal of Biliteracy through Spanish Advanced Placement (AP) tests and other criteria, as of June 2019.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (C) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

JCCS monitors the progress of English learners through multiple measures and oversight committees. JCCS central office staff monitors school sites to ensure sites are held accountable for meeting English acquisition progress and achievement goals for English learners. The educational partner groups mentioned above, District Parent Advisory Committee (DPAC), District English Language Advisory Committee DELAC, English Language Advisory Committee ELAC, District Equity Leadership Team (DELT) and the County Board of Education are regularly updated on the progress of EL students. Other educational partner groups including San Diego County Probation Department, Health and Human Services Agency (HHSA), and other county educational partner groups are invited to LCAP Community Forums to participate in LCAP updates and LCAP goal setting.

JCCS uses multiple measures to assess EL student progress, through local assessments, Renaissance Learning (RenLearn) reading and math (post-tests are given every 90 days), benchmark assessments (Interim Assessment Blocks IABs) and teacher-made assessments. Statewide assessments including ELPAC Initial and ELPAC summative assessments, CAASPP ELA and Math Smarter Balanced Assessment (SBAC) and California Science Test (CAST) given annually.

Educational partner concerns are addressed at LCAP Community Forums, ELAC/School Site Council (SSC) meetings, DAC and DELAC meetings. Funding of Title III programs and communication of program effectiveness occurs through these same committee meetings. ELPAC, RenLearn results and CAASPP scores are communicated as results are tabulated. Assessment results are given at monthly leadership and educational partner meetings and ongoing for staff through emailed reports and the Illuminate computer-generated monitoring system. ELs, LTELs and students with exceptional needs are closely monitored to ensure program effectiveness and are consistent with the states long-term goals for English learners.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title IV funding was used to support the state Title IV goal of a well-rounded education and safe, healthy schools for JCCS students. Title IV priorities were created based on parent/educational partner input at LCAP Community Forums (9 meetings held virtually across the county for all regions) and staff, educational partner, parent/guardian, and student surveys. Regional parent and educational partner input was summarized and funds were allocated to address priorities. Goals not appropriate for Title IV funds are supported by LCAP or other funding sources. Title IV funds are used to enhance the student experience and add extracurricular activities for a well-rounded education and safe, healthy students. Partnerships were utilized to maximize resources. Many of them support visual and performing arts (VAPA). Partnerships and programs include David's Harp Foundation, a program to help students build capacity and learn audio engineering skills. Students learn how to record Hip-Hop music at a mobile recording studio. David's Harp tutors go into juvenile detention facilities and community schools to teach students employable skills that they can continue when they return to their communities. David's Harp is enthusiastically supported by JCCS staff and students.

Another partnership is with The California Center for the Arts Escondido (CCAIE), which provides all north region schools with 20 weeks of high-level arts programming. The CCAIE partnership expanded our VAPA offering to more students by offering discounted rates.

Title IV was used to support our goal of a more positive school culture. LiveSchool, an award-winning classroom management system was piloted at 37ECB community school. The principal and school staff have reported positive results. Students show fewer negative behaviors and suspensions than the prior year. Funds were also used for a positive behavioral interventions and supports (PBIS) conference for staff. The PBIS system is an evidenced-based, comprehensive behavior management system that has been successful in alternative education programs across the country. It continues to be a success and continual learning opportunity. In the 2022-23 school year, four of our schools were awarded for their tiered fidelity: Silver- SOAR East Mesa and La Mesa Community and for Bronze- 37ECB, SOUL Academy and Victoria Community School.

A conference to build staff capacity and cultural sensitivity was paid for out of Title IV funds, as was attendance at the California Association of African American Superintendents and Administrators (CAAASA). Both PBIS and CAAASA conferences align Title IV goals of supporting a well-rounded education and activities related to supporting safe and healthy students. Intended outcomes and program effectiveness are being evaluated by JCCS central office and site-level administration along with DELT team data analysis.

Finally, as a result of the COVID-19 shutdown, our use of technology has expanded and improved tremendously. Though most of this expansion was done through our LCFF, we also used Title IV to assist in training staff and to expand our VAPA usage for the benefit of students staying healthy and well.

The Design Jam exemplifies JCCS's move toward arts integration and Title IV funding has been key in supporting this event. JCCS's community arts partners hosted and facilitated virtual exhibitions that highlighted JCCS cross-content integration in science, ELA, math, and history, pairing a response from an essential question with a relevant art form, (theatre, photography, graphic and visual arts, and music) to raise student voice. JCCS community arts partners shifted the format of their in-person programming to meet the needs of students virtually. Playwriting, music making, photography, visual arts, and graphic arts were available in each JCCS region one week after in-person classrooms closed. Teachers reported high engagement and attendance on the days arts partners were present. Finally, community arts partners shifted their arts-based curriculum to address the mental and emotional health of students and families. Programs like "Radical Self Care" in the JCCS South Region were created in collaboration with JCCS counseling staff. Arts partners reported that many students reached out directly to their arts partner mentors for support.