The San Diego County Office of Education (SDCOE) operates a variety of educational programs for students through its Juvenile Court and Community Schools (JCCS) and Friendship School. SDCOE's 2024-27 Local Control and Accountability Plan is designed to support all our students.

**JUVENILE COURT AND COMMUNITY SCHOOLS**

**OUR STORY**

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

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

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

**San Pasqual Academy**
Residential campus serving youth in foster care

**NUMBER OF STUDENTS ON ONE DAY:**
- **Juvenile Court Schools:** 185
- **Community Schools:** 437
- **Monarch School:** 265
- **San Pasqual Academy:** 39

**FREE OR REDUCED-PRICE MEAL-ELIGIBLE:**
- **Juvenile Court Schools:** 713 students YTD*
- **Community Schools:** 945 students YTD*
- **Monarch School:** 332 students YTD*
- **San Pasqual Academy:** 42 students YTD*

**SPECIAL EDUCATION**

**Friendship School**
Serves students between the ages of 3 and 22 who are medically fragile and have multiple disabilities (operated by SDCOE's Special Education department)

**ATTENDANCE:**
- **Juvenile Court Schools:** 88.8%
- **Community Schools:** 95.5%
- **Monarch School:** 80.2%
- **San Pasqual Academy:** 80.2%

**ENGLISH LEARNERS:**
- **Juvenile Court Schools:** 31.2%
- **Community Schools:** 32.4%

**SPECIAL EDUCATION**

- **Free or reduced-price meal-eligible (20.6%)**
- **English learners (32.4%)**

*Excludes students who attended more than one JCCS school

**ABOUT THE LCAP**

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

**How It's Developed**
The LCAP is created with input from the school staff members, parents, students, partners, and community members, and it's reviewed by those groups every year. The LCAP process is our opportunity to decide on our priorities locally so that all of our students succeed. The SDCOE LCAP and other helpful information are available online at www.sdcoe.net/LCAP.
**2024-27 LOCAL CONTROL AND ACCOUNTABILITY PLAN SUMMARY**

**2023-24 HIGHLIGHTS**

- Expanded professional learning and support for our teachers and English learners
- Continually increased educational partner education, training, and engagement
- Fostered a more positive school culture and climate through stronger relationships, continued responsiveness, and greater positive behavioral interventions and supports (PBIS) implementation

**WHAT EDUCATIONAL PARTNERS ARE SAYING**

**FAMILIES**
Your teachers are doing a wonderful job and putting forth a lot of effort.
Creo que está muy bien todo - I think everything is very good.
Keep up the good work.

**STAFF**
We continue to build our work every year to be student-centered.
Great school, great leadership, and great results for the most part at this school.
JCCS is a great group to work for and with!
I appreciate the collaboration and support of principals, counselors, classified staff, and the leadership.

**STUDENTS**
It's a good school. I've gotten the most work done at this school.
JCCS really does help.
j'adore tous les projets de l'école - I love all the school projects.
I feel good about school.

**2024-27 OUR GOALS**

1. **Improved Student Achievement**
   - Enriched learning, aiming for growth in ELA and math for all, specifically growth for English learners.
   - Expanding student support services beyond the basics
   - Supporting ALL students in achieving challenging state academic standards
   - Developing language and literacy to access all core curriculum for ELs
   - Providing comprehensive support for foster youth at San Pasqual Academy

2. **Enhanced Engagement with Educational Partners**
   - Enhancing partnerships to improve attendance, graduation rates, and to reduce absenteeism and suspensions.
   - Creating a positive school culture - a transformational environment
   - Enhancing student engagement via initiatives (after-school, athletics, VAPA)
   - Utilizing PBIS and MTSS to reduce suspension rates
   - Strengthening MTSS via data collection and analysis support
   - Expanding engagement to increase graduation rates
   - Empowering parents through engagement and leadership development

3. **Increased Postsecondary Planning and Preparation**
   - Supporting the integration and transition of students who are at-promise, English learners, expelled, incarcerated, and foster youth in college and career readiness.
   - Increasing student concurrent enrollment in postsecondary options and plans
   - Promoting and increasing CTE courses and industry-recognized certifications
   - Continuing implementation of our countywide plan for transition of students who are expelled or in foster care

4. **Improved Dashboard Metrics for Monarch School**
   - Supporting reduced chronic absenteeism and suspension rates and increasing the number of students who are college ready while meeting the standard in English Language Arts.
   - Increasing support and services to reduce chronic absenteeism
   - Utilizing school supports and PBIS with fidelity to decrease suspensions
   - Enhancing support to improve English Language Arts literacy and reading

5. **Improved Dashboard Metrics for Court and Community Schools**
   - Increasing graduation rates as well as improving postsecondary preparation.
   - Increasing the number of students who graduate high school
   - Improving college and career readiness and postsecondary planning

**LOOK AHEAD**

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

- Ensuring high-quality teaching and rigorous coursework by building educators’ knowledge and capacity, and aligning courses with state standards and curricular choices
- Continuing to develop, improve, and organize academic and behavioral resources and services for all students through an equitable Multi-Tiered System of Support (MTSS)
- Continuing to foster a more positive school culture through dedicated and supportive school counselors, school social workers, trained staff members, implementing positive behavioral interventions and supports, and restorative practices focused on mental health and wellness
- Increasing opportunities for internships and externships with our workforce partners to prepare students to be successful in college and careers through courses infused with career technical education and visual and performing arts

[www.sdcoe.net/LCAP](http://www.sdcoe.net/LCAP)