

## OUR STORY

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

## JUVENILE COURT AND COMMUNITY SCHOOLS

2022-23 EOY

### 1,871 Students

\*Excludes students who attended more than one JCCS school

### 214 Completers



212 Traditional High School Diploma  
2 High School Equivalency Certificate (HiSET)

### 88.8% Attendance rate



### 95.5% Free or reduced-price meal-eligible

### 31.2% English learners

### 21 School Sites



### 5.2% Suspension rate



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



RELATIONSHIPS



SUPPORT ALL STUDENTS/EQUITY



HIGH EXPECTATIONS/RIGOR

### Juvenile Court Schools

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

**713** students YTD\*  
NUMBER OF STUDENTS ON ONE DAY: **185**

### Community Schools

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

**945** students YTD\*  
NUMBER OF STUDENTS ON ONE DAY: **437**

### Monarch School

Serves children in grades K-12 impacted by homelessness

**332** students YTD\*  
NUMBER OF STUDENTS ON ONE DAY: **265**

### San Pasqual Academy

Residential campus serving youth in foster care

**42** students YTD\*  
NUMBER OF STUDENTS ON ONE DAY: **39**

\*Cumulative number of students

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

## SPECIAL EDUCATION

2022-23 EOY

### 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)

**34** students  
ATTENDANCE **80.2%**

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



## 2023-24 HIGHLIGHTS



## WHAT EDUCATIONAL PARTNERS ARE SAYING



### FAMILIES

Your teachers are doing a wonderful job and put forth a lot of effort.

Creo que está muy bien todo - I think everything is very good.

Keep up the good work.

### 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.

### 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.

## 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



## 2024-25

## 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

