



Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year’s local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year’s local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Goal 1

Goal Description

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

Expected Annual Measurable Objectives

Metric	Baseline	Mid-Year Outcome Data	Desired Outcome for 2026-2027
Percentage of appropriately credentialed and assigned teachers as measured by the HR Credentialing Annual Audit	2022-23 100% of teachers are appropriately credentialed and assigned.	2024-25 100% of teachers are appropriately credentialed and assigned.	2025-26 100% of teachers are appropriately credentialed and assigned.
Percentage of students who have student access to instructional materials and supplies as measured by the Williams textbook sufficiency survey	2022-23 100% of students have access to board-adopted materials and instructional supplies	2024-25 100% of students have access to board-adopted materials and instructional supplies	2025-26 100% of students have access to board-adopted materials and instructional supplies
Percentage of school facilities maintained and in good repair as measured by the Facilities Inspection Tool Report	2022-23 100% of sites have exemplary rating	2024-25 100% of sites have exemplary rating	2025-26 100% of sites have exemplary rating
Local Assessment: Renaissance Learning % showed an increase >.5 points in their Post Test= .5 of year in >=90days	<p>2022-23 Reading All JCCS = 41%</p> <p>African American = 32% English Learners = 41% Foster Youth = 29% Latinx = 41% Low Income (SED) = 42% Students with Disabilities = 41% Unhoused = 44%</p> <p>Mathematics All JCCS = 49%</p> <p>African American = 49% EL = 48% Foster Youth = 25% Latinx = 50% Unhoused = 55% Low Income = 50% Students with Disabilities =52%</p>	<p>2023-24 Reading All JCCS = 54%</p> <p>African American = 38% Multilingual Learners (EL) = 50% Long Term Multilingual Learners (LTEL) = 49% Foster Youth = 50% Latinx = 18% Low Income (SED) = 54% Students with Disability (SWD) = 56% Unhoused = 60%</p> <p>Mathematics All JCCS = 52%</p> <p>African American = 37/67 = 55% Multilingual Learners (EL) = 51% Long Term Multilingual Learners (LTEL) = 48% Foster Youth = 44% Latinx = 51% Low Income (SED) = 52% Students with Disability (SWD) = 49% Unhoused = 59%</p>	<p>2025-26 Reading All JCCS = 51%</p> <p>African American = 42% Multilingual Learners (EL) = 51% Long Term Multilingual Learners (LTEL) = 55% Foster Youth = 39% Latinx = 51% Low Income (SED) = 52% Students with Disabilities (SWD) = 51% Unhoused = 54%</p> <p>Mathematics All JCCS = 59%</p> <p>African American = 59% Multilingual Learners (EL) = 58% Long Term Multilingual Learners (LTEL) = 55% Foster Youth = 35% Latinx = 60% Low Income (SED) = 60% Students with Disabilities (SWD) =62% Unhoused = 65%</p>
Percentage of students who are English learners making progress toward English	2022-23 Dashboard All JCCS = 38% progressed at least one ELPI Level	2023-24 Dashboard All JCCS = 20.1% progressed at least one ELPI Level	2025-26 Dashboard All JCCS = 48% progressed at least one ELPI Level

Metric	Baseline	Mid-Year Outcome Data	Desired Outcome for 2026-2027
proficiency as measured by progression of at least one ELPI Level	Community - 32.50% Court - 38.60% Monarch - 42.90%SPA - * not enough students to report	Community - 20.7% Court - 21.3% Monarch - 18.2% SPA - * not enough students to report	Community - 42.50% Court - 48.60% Monarch - 52.90% SPA - * not enough students to report
English learner reclassification rate	2022-23 CALPADS 115 (19%)	2023-24 CALPADS 14 (2%)	2025-26 CALPADS 30%
The percentage of students who are English learners provided access to the state standards and English language development (ELD) standards	2022-23 100% of English learners had access to the ELD state standards	2023-24 100% of Multilingual learners (EL) had access to the ELD state standards	2025-26 100% of Multilingual learners (EL) had access to the ELD state standards
Percentage of student enrollment in a broad course of study as measured by report cards (K-6) and the 7-12 grade master schedules demonstrating all students have access to all required courses, including unduplicated students and students with exceptional needs	2022-23 Community 100% Court 100% Monarch 100% SPA 100%	2023-24 Community 100% Court 100% Monarch 100% SPA 100%	2025-26 Community 100% Court 100% Monarch 100% SPA 100%
Percentage of students completing an "A-G" course requirement through summative transcript review *This data point is difficult to calculate due to an overwhelming number of short-term enrollments	2022-23 All JCCS: 85.1% African American: 79.2% English Learners: 86.5% Foster Youth :100% Latinx 86.2% Low Income: 85.1% Students with Disabilities: 89.2% Unhoused: 92.5% Community: 86.7% Court: 78.7% Monarch: 90.6% SPA: 100%	2023-24 All JCCS: 86.7% African American: 86.9% Multilingual Learners (EL) : 88.5% Long Term Multilingual Learners (LTEL): 87.4% Foster Youth : 91.8% Latinx 86.6% Low Income (SED): 85.5% Students with Disabilities (SWD): 80.7% Unhoused: 89.5% Community: 89.2% Court: 77.8% Monarch: 91.1% SPA: 92.0%	2025-26 All JCCS: 95.1% African American: 89.2% Multilingual Learners (EL) 96.5% Long Term Multilingual Learners (LTEL): 92% Foster Youth :100% Latinx: 96.2% Low Income (SED)95.1% Students with Disabilities (SWD): 99.2% Unhoused: 99% Community: 96.7% Court: 98.7% Monarch: 90.6% SPA: 100%
Smarter Balance Assessment (SBAC) - % of students who Met or Exceeded the standard	2022-23 CAASPP TOMS ELA ALL JCCS - 7.82% African American- 0.00%	2023-24 CAASPP TOMS ELA ALL JCCS - 5.4% African American- 0.00% Multilingual Learners (EL) - 1% Long Term Multilingual Learners (LTEL) -	2025-26 CAASPP TOMS ELA ALL JCCS - 17.82% African American- 10.00%

Metric	Baseline	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	<p>English Learners - 1.87% Foster Youth - 9.09% Latinx - 5.73% Low Income - 7.56% Students with Disabilities - 0.00% Unhoused - 5.93%</p> <p>Math ALL JCCS - 2.80% African American- 0.00% English Learners - 1.64% Foster Youth - * (<11 students) Latinx - 1.24% Low Income - 2.98% Students with Disabilities - 1.67% Unhoused - 4.40%</p>	<p>0% Foster Youth - * Latinx - 4.9% Low Income (SED) - 5.6% Students with Disabilities (SWD) - 0.00% Unhoused - 10.3%</p> <p>2023-24 Math ALL JCCS - 1% African American - 0.0% Multilingual Learners (EL) - 0.0% Long Term Multilingual Learners (LTEL) - 0.0% Foster Youth - * (<11 students) Latinx - 1% Low Income (SED) - 0.9% Students with Disabilities (SWD) - 0% Unhoused - .8%</p>	<p>English Learners - 11.87% Foster Youth - 19.09% Latinx - 15.73% Low Income (SED) - 17.56% Students with Disabilities (SWD) - 0.00% Unhoused - 15.93%</p> <p>Math ALL JCCS - 12.80% African American - 10.00% Multilingual Learners (EL) - 11.64% Long Term Multilingual Learners (LTEL) - 5% Foster Youth - * (<11 students) Latinx- 11.24% Low Income (SED) - 12.98% Students with Disabilities (SWD) - 11.67% Unhoused - 14.40%</p>
<p>The percentage of pupils demonstrating college preparedness as measured by the Early Assessment Program (EAP)* *This measure will utilize 11th grade student performance on California Assessment of Student Performance and Progress (CAASPP)</p>	<p>2022-23 CAASPP Results EAP ELA ALL JCCS - 8.66% African American - * (<11 students) English Learners - 3.23% FY - 9.09% Latinx- 9.28% Unhoused - * (<11 students) Low Income - 8.3% Students with Disabilities - 0.00% EAP Math ALL JCCS - 2.38% English Learners- * (<11 students) English Learners - 0% Foster Youth - * (<11 students) Hispanic - 0.68% Unhoused - * (<11 students) Low Income - * (<11 students) SWD - 0.00% Students with Disabilities</p>	<p>2023-24 CAASPP Results EAP ELA ALL JCCS - 9.2% African American - * (<11 students) Multilingual Learners (EL) - 0.6% Long Term Multilingual Learners (LTEL) - 0% Foster Youth - * (<11 students) Latinx - 2.3% Low Income (SED) - 5.4% Students with Disabilities (SWD) - 0.0% Unhoused - 15.8% EAP Math ALL JCCS - 2.8% African American - * (<11 students) Multilingual Learners (EL) - 0% Long Term Multilingual Learners (LTEL) - 0% Foster Youth - * (<11 students) Latinx - 3.7% Low Income (SED) - 3.2% Students with Disabilities (SWD) - 0.0% Unhoused - 0%</p>	<p>2025-26 CAASPP Results EAP ELA ALL JCCS - 18.66% African American - 5% Multilingual Learners (EL) - 13.23% Long Term Multilingual Learners (LTEL) = 10% Foster Youth - 19.09% Latinx - 19.28% Low Income (SED) - 18.3% Students with Disabilities (SWD) - 10.00% Unhoused - 5% EAP Math ALL JCCS - 12.38% African American - 10% Multilingual Learners (EL) - 10.00% Long Term Multilingual Learners (LTEL) = 10% Foster Youth - 5% Latinx - 10.68% Low Income (SED) - 10% Students with Disabilities- (SWD) 10.00% Unhoused - 5%</p>

Metric	Baseline	Mid-Year Outcome Data	Desired Outcome for 2026-2027
The percentage of pupils who have passed an Advanced Placement (AP) examination with a score of three or higher	2022-23 0% (No students took an AP exam during the school year)	2023-24 0% (No students took an AP exam during the school year)	2025-26 1% - students take an AP exam during the school year

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<p>Supplementing the basic instructional program and other support service to students Personnel and services to support the base program for all students: * Appropriately credentialed and assigned teachers and guest teachers to cover instructional program as needed * Providing a lower student-teacher ratio and support staff based on class size reduction * Sufficient adopted materials for all courses including student Chromebooks and educational software, and adopted online text to ensure 1:1 access * Supplies for safe, clean, and orderly school facilities * Nursing services for Community, Court, and Monarch Schools * National School Lunch Program for all - utilizing knowledge and planning to mitigate issues with food insecurity for students and families * Supporting food scarcity by paying for non-refundable food services personnel</p> <p>Non-Personnel: Non-personnel cost for Community, Court, and Monarch schools; including but not limited to textbook adoption, supplemental</p>	Yes	Partially Implemented			\$12,591,272.00	\$5,906,945

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>books, classroom materials, student Chromebooks, staff technology, classroom software, personal protective equipment (PPE), other supplies, other school safety costs, contracted services to support school programs, food services, facilities, and maintenance and repairs cost, wifi, internet and hotspots for students and staff. Personnel: Community, Court, and Monarch Supplemental Teachers (23), Reading Intervention Teachers (2), Regional Itinerant Teachers (3) and Substitute Teachers, School Nurse (1), Food Service Field Assistant (6), Food Service Program Assistant (1), Supervisor I, Food Service Pgrm (1), Food Service Field Assistant/Worker Substitutes</p> <p>Expenditure Plans supporting this goal partially: *Categorical Funds Expenditure Plans_ \$1,173,442: Title I, Part A_ \$717,558, Title I, Part D_ \$363,009, Title II, Part A_ \$8,191, Title III, Part A ELs_ \$4,873, Title IV, Part A_ \$79,811. *Learning Recovery Emergency Block Grant (LREBG) Expenditure Plan_ \$640,909: Selected activities, resources, and interventions will continue to be used for students directly impacted by the COVID-19 pandemic to address increased learning. For instance, the LEA will focus LREBG balance to improve classroom instruction providing student Chromebooks, other educational technology (software, hardware, and hotspots),</p>						

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	<p>supplemental supplies, material, and services, and teacher training. The LEA will also prioritize LREBG funds to reengage students and parents providing supplemental supplies, tools, and services for the career technical education program, visual and performance art program services, school nutrition program, social emotional learning support, Positive Behavior Intervention Services, Multi-Tier Systems of Support, educational partner involvement activities, and other. The County Office mandate is to serve the unserved and historically underserved populations, at-risk, justice involved, low-income families, children with disabilities, English learners, students experiencing housing insecurity, youth in foster care and other groups disproportionately impacted.</p>						
1.2	<p>Implementation of the State Standards - for All learners Our JCCS classrooms continue to utilize the to High Leverage Practices for Quality Instruction (HLP) to support ALL learners in achieving challenging state academic standards and becoming proficient in academic English. At the SDCOE level we will give directed support to our unhoused youth to assist us in achieving this action. In addition, we will support the Monarch School students</p>	Yes	Partially Implemented			\$1,797,399.00	\$837,428

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>impacted by a lowered income and impacted by housing insecurity (100% population of students) in increasing their achievement in ELA, specifically. This will be measured via Metric 1.4 and 1.10.</p> <p>Our Instructional Coaches continue to help build capacity for subject matter expertise and instruction through support for teachers and administrators in content, pedagogy, and reflective practice. In addition, all are trained and utilizing the said HLPs. Using our needs assessment, we continue to revise and implement a coherent and aligned professional learning plan, which includes a multi-tiered approach to support:</p> <ul style="list-style-type: none"> *Professional Learning Communities *Site-embedded coaching, observations, and opportunities for feedback *Subject matter professional learning along with powerful instructional design and implementation. *Strengthening the implementation of Core Curriculum Map/Units of Study/Benchmark Assessments *Best-practices for transformational teaching and learning <p>JCCS, as an alternative program, employs differentiated learning models to respond to the needs of a myriad of learners promoting opportunities for intervention, remediation, acceleration, and increased access to a broad course of study including:</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>*Independent Study (IS) *Integrated ELD in ELA, math, science, and history *Expansion of the reading intervention program to encompass more personnel being trained in order to provide access to a greater number of students *Authentic assessments (Design Thinking and Take Action Jams)</p> <p>We also monitor progress through data to strengthen implementation and refine the system of assessment (Renaissance Learning, Benchmark, ELPAC and SBAC) ensuring efficient and effective classroom/course placement and acceleration of learning. To this end we use the data to activate Multi-Tiered System of Support (MTSS) structure in an effort to meet the needs of each student in JCCS.</p> <p>Differentiated Assistance: This action is driven by our goals and the work of Differentiated Assistance which we do in collaboration with Imperial County; becoming a true data informed and iterative decision-making body is truly our goal.</p> <p>Non-Personnel: Reading intervention contract and professional development cost. Personnel: Instructional Coach (5.5), Independent study assistant (3), JCCS Director, Equity, LCAP, MTSS (1), Assessment Systems Technician (1)</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Expenditure Plans supporting this goal partially: *Categorical Funds Expenditure Plans_ \$778,631: Title I, Part A_ \$349,456, Title I, Part D_ \$311,941, Title II, Part A_ \$52,165, Title III, Part A ELs_ \$22,169, Title IV, Part A_ \$42,901.						
1.3	Implementation of State Standards for English learners (ELs) and services to Long-term English learners (LTELs) Closely aligned to the EL Roadmap, our schools offer opportunities for students to develop language and literacy, access all core curriculum and develop academic knowledge that would prepare them for future challenges. We ensure a high-quality academic program for English learners (EL) that ensure access to California Standards and success in these by continuing to refine an educational program that includes: *Educational partner voice in program design and decisions *Language Acquisition Programs - English Mainstream Instruction (EMI) and Structured English Immersion (SEI) *Designated ELD to build language skills and integrated ELD to support acquisition of content knowledge	Yes	Partially Implemented			\$872,927.00	\$361,881

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>*Designated English learner software implementation - Learning Tree and Study Sync</p> <p>*Rosetta Stone and Duo Lingo computer program to supplement the support of newcomers in their acquisition of English</p> <p>In addition, we support our ELs and LTELs with services specific to enriching their language functions and their ability to progress in the academic language needed for future success and English mastery via:</p> <p>*Professional learning on strategies for students who are English learners and Long Term English Learners addressing their language and academic needs - specifically our High Leverage Practices for Quality Instruction through our Culturally Sustaining Collaborative</p> <p>*Teacher assessments of students in class to inform instructional decisions</p> <p>*Specific training and implementation of the EL Masterplan to ensure data knowledge and progress monitoring for successful language acquisition</p> <p>Non-Personnel: Supplemental classroom supplies, materials, software and services for English learners.</p> <p>Personnel: Instructional coach (0.5), English Language Development Assistants (11)</p> <p>Expenditure Plans supporting this goal partially:</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	*Categorical Funds Expenditure Plans_\$118,314: Title I, Part A_\$60,963, Title I, Part D_\$27,711, Title II, Part A_\$0, Title III, Part A ELs_\$29,641 Title IV, Part A_\$0.						
1.4	<p>Support for foster youth at San Pasqual Academy San Pasqual Academy is unique in that it both houses students and educates them. SDCOE supports their education in a number of ways to ensure both academic success and success in preparation for postsecondary life. This action is specifically to support foster youth housed at SPA and strengthen transitional support for all foster youth. This includes certificated and classified staff members to support the school program at San Pasqual Academy by:</p> <ul style="list-style-type: none"> *Monitoring for effective enrollment and placement in appropriate a-g courses *Increasing opportunities to reteach and accelerate the learning of foster youth *Ensuring wrap-around services of academic, socio and emotional learning, and behavior support for each and every foster youth *Continuing to identify and support foster youth at all schools as they integrate and transition through our school programs <p>(Metrics: 1.4 Renaissance Learning Reading and math and 1.10 SBAC</p>	Yes	Partially Implemented			\$969,724.00	\$361,521

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>English language arts and mathematics):</p> <p>Non-Personnel: Non-personnel cost for San Pasqual Academy Program Cost; including but not limited to textbook adoption, supplemental books, classroom materials, student Chromebooks, staff technology, classroom software, personal protective equipment (PPE), other supplies, other school safety costs, contracted services to support school programs, food services, facilities, and maintenance and repairs cost, Wi-Fi, internet and hotspots for students and staff.</p> <p>Personnel: San Pasqual Academy Classroom Assistant-Alt Ed (1), Supplemental Teachers (3), Reading Intervention Teacher (1), and Substitute Teachers</p> <p>Expenditure Plans supporting this goal partially: *Categorical Funds Expenditure Plans_ \$13,025: Title I, Part A_ \$13,025, Title I, Part D_ \$0, Title II, Part A_ \$0, Title III, Part A ELs_ \$,0 Title IV, Part A_ \$0.</p>						

Goal 2

Goal Description

In the next three years, SDCOE aims to enhance connections with our educational partners—students, families, employees, and community members—to foster a stronger sense of belonging and engagement within the school community. We will leverage parent and family liaisons, student support specialists,

school counselors, and social workers to expand support systems. This includes professional development focused on boosting engagement, attendance, and graduation rates. We believe that increased engagement, as measured by the metrics included in the goal, will lead to improved outcomes for students.

Expected Annual Measurable Objectives

Metric	Baseline	Mid-Year Outcome Data	Desired Outcome for 2026-2027
Percentage of School Connectedness measured by California Healthy Kids Survey and Local Survey	<p>2022-23 CHKS</p> <p>Students feel connected and a part of the school community: combined moderate and high Community - 62% Court - 46% Monarch - 55% SPA ** - No Survey Administered SDCOE – 56%</p> <p>School is perceived as very safe or safe: combined strongly agree and agree Community - 68% Court - 72% Monarch - 71% SPA ** - No Survey Administered SDCOE - 69%</p> <p>Teachers treat students fairly and a part of the school community: combined pretty much true and very true Community - 71% Court - 61% Monarch - 48% SPA ** - No Survey Administered SDCOE – 67%</p> <p>LCAP Survey - Priority 6 Students' Connectedness - 63.3% Parents Connectedness- 77.7%</p>	<p>2023-24 CHKS</p> <p>Students feel connected and a part of the school community indicator: combined moderate and high Community - 58% Court - 41% Monarch - 54% SPA - 56% SDCOE - 55%</p> <p>Students feel safe at school: combined strongly agree and agree Community - 79% Court - 61% Monarch - 65% SPA - 59% SDCOE - 72%</p> <p>Teachers treat students fairly and a part of the school community indicator: combined pretty much true and very true Community - 66% Court - 51% Monarch - 49% SPA - 48%</p> <p>LCAP Survey Data Not available yet SDCOE - 60%</p>	<p>2025-26 CHKS</p> <p>Students feel connected and a part of the school community: combined moderate and high Community - 72% Court - 56% Monarch - 65% SPA - 65% SDCOE – 66%</p> <p>School is perceived as very safe or safe: Community -78% Court - 82% Monarch - 81% SPA - 80% SDCOE - 79%</p> <p>Teachers treat students fairly and a part of the school community: combined pretty much true and very true Community - 81% Court - 71% Monarch -58% SPA - 75% SDCOE – 77%</p> <p>LCAP Survey - Priority 6 Students' Connectedness - 73.3% Parents Connectedness - 87.7%</p>
School Attendance % Rates Synergy & CALPADS	<p>2022-23 JCCS = 89%</p> <p>African American: 91% English Learner: 88% Foster Youth: 94% Latinx: 88% Low Income: 89%</p>	<p>2023-24 JCCS = 90%</p> <p>African American: 91% Multilingual Learner (EL): 90% Long Term Multilingual Learner (LTEL): 91% Foster Youth: 93%</p>	<p>2025-26 JCCS = 95%</p> <p>African American: 96% Multilingual Learner (EL) 93% Long Term Multilingual Learner (LTEL): 95% Foster Youth: 99%</p>

Metric	Baseline	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	<p>Students with Disabilities: 90% Unhoused: 84%</p> <p>Community = 87% Court =100% Monarch = 82% San Pasqual Academy = 96%</p>	<p>Latinx: 90% Low Income (SED): 91% Students with Disabilities (SWD): 90% Unhoused: 86%</p> <p>Community = 89% Court =100% Monarch = 84% San Pasqual Academy = 96%</p>	<p>Latinx 93% Low Income (SED): 94% Students with Disabilities (SWD): 95% Unhoused: 89%</p> <p>Community = 92% Court =100% Monarch = 87% San Pasqual Academy = 100%</p>
<p>Chronic Absenteeism - % rates Synergy & CALPADS</p>	<p>2022-2023 JCCS K-8: 64.4%</p> <p>African American: 56.0% English Learner: 64.9% Foster Youth: 100% Latinx: 65.0% Low Income: 71.1% Students with Disabilities: 58.4% Unhoused: 73.2%</p> <p>JCCS 9-12: 38.1% African American: 24.5% English Learner: 30.7% Foster Youth: 20.9% Latinx: 28.9% Low Income: 27% Students with Disabilities: 26.4% Unhoused: 27.6%</p> <p>Monarch K-8: 75.0% Monarch 9-12: 62.1% Community K-8: 52.9% Community 9-12: 39.9% Court K-8: 0% Court 9-12: 0% San Pasqual Academy 9-12: 11.9% North County Academy: 40%</p>	<p>2023-2024 JCCS K-8: 60.0%</p> <p>African American: 48.3% Multilingual Learner (EL): 61.9% Long Term Multilingual Learner (LTEL): 47.6% Foster Youth: 100% Latinx: 59.6% Low Income (SED): 60.6% Students with Disabilities (SWD): 45.9% Unhoused: 69.4%</p> <p>JCCS 9-12: 27.4% African American: 24.6% Multilingual Learner (EL): 28.0% Long Term Multilingual Learner (LTEL): 29.2% Foster Youth: 27.8% Latinx: 29.8% Low Income (SED):: 26.9% Students with Disabilities: 30.3% Unhoused: 41.1%</p> <p>Monarch K-8: 71.8% Monarch 9-12: 57.7% Community K-8: 47.0% Community 9-12: 38.5% Court K-8: 0% Court 9-12: 0% San Pasqual Academy 9-12: 12.8% North County Academy: 40.0% Monarch 9-12: 57.7% Community K-8: 47.0%</p>	<p>2025-2026 JCCS K-8: 54.4%</p> <p>African American: 46.0% Multilingual Learner (EL): 54.9% Long Term Multilingual Learner (LTEL) = 37.6% Foster Youth: 70% Latinx: 55.0% Low Income (SED): 61.1% Students with Disabilities (SWD): 48.4% Unhoused: 63.2%</p> <p>JCCS 9-12: 28.1% African American: 14.5% Multilingual Learner (EL): 20.7% Long Term Multilingual Learner (LTEL) = 19% Foster Youth 10.9% Latinx: 18.9% Low Income (SED): 17% Students with Disabilities: 16.4% Unhoused:17.6%</p> <p>Monarch K-8: 65.0% Monarch 9-12: 52.1% Community K-8: 42.9% Community 9-12: 29.9% Court K-8: 0% Court 9-12: 0% San Pasqual Academy 9-12: 1.9% North County Academy: 30%</p>

Metric	Baseline	Mid-Year Outcome Data	Desired Outcome for 2026-2027
School Suspension % Rates Synergy & CALPADS	2022-23 JCCS: 5.2% African American: 5.3% English Learner: 6.8% Foster Youth: 16.1% Latinx: 5.6% Low Income: 5.1% Students with Disabilities: 6.2% Unhoused: 7.1% Monarch: 8.7% Community: 6.5% Court: 0.0% San Pasqual Academy: 21.4% North County Academy: 34.5% Latinx : 27.9%	2023-24 JCCS: 2.8% African American: 4.3% Multilingual Learner (EL): 2.9% Long Term Multilingual Learner (LTEL): 3.4% Foster Youth: 5.9% Latinx: 2.6% Low Income (SED): 2.6% Students with Disabilities (SWD): 2.9% Unhoused: 2.4% Monarch: 2.2% Community: 4.2% Court: 0.5% San Pasqual Academy: 8.0% North County Academy: 27.8% Latinx : 35.3%	2025-26 JCCS: 0.2% African American: 0.3% Multilingual Learner (EL): 1.8% Long Term Multilingual Learner (LTEL): 0.4% Foster Youth: 11.1% Latinx: 0.6% Low Income (SED): 0.1% Students with Disabilities (SWD): 1.2% Unhoused: 2.1% Monarch: 3.7% Community: 1.5% Court: 0.0% San Pasqual Academy: 11.4% North County Academy: 24.5% Latinx : 17.9%
High School Dropouts (7-12) percentage of students by student group and by school Synergy & CALPADS	2022-2023 (Grades:7-12) JCCS: 5.66% African American: 3.45% English Learner: 8.97% Foster Youth 2.61% Latinx: 6.79% Low Income: 5.60% Students with Disabilities: 4.10% Unhoused: 9.58% Community: 8.28% Court: 1.55% Monarch: 5.00% San Pasqual Academy: 2.38%	2023-2024 (Grades:7-12) JCCS: 6.40% African American: 7.89% Multilingual Learner (EL): 7.22% Long Term Multilingual Learner (LTEL):8.01% Foster Youth 4.90% Latinx: 6.46% Low Income (SED): 6.63% Students with Disabilities (SWD): 6.91% Unhoused: 8.24% Community: 7.78% Court: 5.04% Monarch: 4.85% San Pasqual Academy: 2.00%	2025-26 (Grades:7-12) JCCS: 0.66% African American 0.45% Multilingual Learner (EL): 3.97% Long Term Multilingual Learner (LTEL): 3% Foster Youth: 0.61% Latinx: 1.79% Low Income (SED): 0.60% Students with Disabilities (SWD): 0.10% Unhoused: 3.58% Community: 3.28% Court: 0.55% Monarch: 0% San Pasqual Academy: 0%
Graduation Rate - % of 4&5 Year Graduates Cohort Synergy & CALPADS	2022-2023 JCCS: 46.13% African American: 43.75% English Learner: 45.97% Foster Youth: 56.60%	2023-2024 JCCS: 52% African American: 54% Multilingual Learner (EL): 48%	2025-2026 JCCS: 56.13% African American: 53.75% Multilingual Learner (EL): 55.97%

Metric	Baseline	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	Latinx: 46.07% Low Income: 45.97% Students with Disabilities: 54.55% Unhoused: 36.07% Monarch: 50% Community: 44.90% Court: 43.60% San Pasqual Academy: 66.70%	Long Term Multilingual Learner (LTEL): Foster Youth: 63% Latinx: 52% Low Income (SED): 52% Students with Disabilities (SWD): 52% Unhoused: 44% Monarch: 58% Community: 47% Court: 61% San Pasqual Academy: 75%	Long Term Multilingual Learner (LTEL): Foster Youth: 66.60% Latinx: 56.07% Low Income (SED): 55.97% Students with Disabilities (SWD): 64.55% Unhoused: 46.07% Monarch: 70% Community: 70% Court: 70% San Pasqual Academy: 77%
Number of Parents participating in programs for unduplicated students per - sign-in sheets; disaggregated by student groups by %	2022-23 584 parents participated in school related activities African American = 5% English Learner = 33% Foster Youth = 1% Latinx = 90% Low Income = 95% Students with Disabilities = 28% Unhoused = 44%	In Progress	2025-26 642 parents participated in school related activities A representative of the student groups present in the program African American = 12% English Learner = 33% Foster Youth = 5% Latinx = 76% Low Income = 95% Students with Disabilities= 28%
Percent of parent participation in programs for students with exceptional needs	2022-23 Friendship parent IEP participation 100% JCCS parent IEP participation 95%	2023-24 Friendship parent IEP participation 100% JCCS parent IEP participation 95%	2025-26 Friendship parent IEP participation 100% JCCS parent IEP participation 100%
Percentage of Parents/Guardians in SDCOE involved in school decision-making (includes parent involvement related to District Advisory Council (DAC), District English Learner Advisory Council (DELAC), Local Control and Accountability Plan (LCAP) forums, surveys, and School Site Councils (SSC) have representation from educational partners in each CDS Code	2022-23 100% of district governance groups are compliant and solicit parent input	2023-24 100% of district governance groups are compliant and solicit parent input	2025-26 100% of district governance groups are compliant and solicit parent input

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p>Creating a positive school culture- transformational environment All certificated and classified classroom personnel are committed to creating a positive school culture through a transformational and therapeutic environment that is supportive of the most effective and efficient ways to serve students and families. In addition, we will support all students and all students at the Monarch School specifically, in increasing their connectedness while decreasing rates of Chronic Absenteeism and dropouts; we will specifically monitor and improve these rates for students impacted by lowered incomes, students who are experiencing housing insecurity, Latinx and students with disabilities. Finally, at NCA, we will further work on student relationships to increase feelings of belongingness and to decrease Chronic Absenteeism for all students especially students with disabilities. This will be measured via Metric 2.1, 2.2, 2.3 and 2.5.</p> <p>Differentiated Assistance: This action helps to support our goals and the work of Differentiated Assistance which we do in collaboration with Imperial County; these data points help the system to analyze themselves and need for improvement.</p> <p>Through continued and ongoing professional learning we will continually develop and refine our</p>	Yes	Partially Implemented			\$1,132,874.00	\$552,443

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>systems designed to meet the needs of all student and faculty/staff in both academic and behavior support in a positive manner. Included are:</p> <ul style="list-style-type: none"> *Our consultants and guest teachers that help us to support the system in implementing a trauma-sensitive lens and restorative practices approach to meeting our students needs *Ongoing social emotional learning (SEL) support for staff and students *Expansion of the development of our PBIS system to ensure that it is properly implemented with fidelity *The use of assistants in the classrooms/programs to provide small group and other monitoring and support as needed for overall student engagement and success *Targeted staff to support the Multi-Tiered System of Support: Positive Behavioral Interventions and Supports (PBIS), social and emotional support, and academic support <p>Non-Personnel: Contracted services for staff professional development (MTSS, SEL, PBIS) Personnel: School Social Worker (1.5), Program Specialist Social Worker Services (0.5), and Classroom Assistants (10), Campus Youth Advocate (1.5)</p>						
2.2	Activities to promote student engagement	Yes	Partially Implemented			\$740,416.00	\$379,514

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Our robust visual and performing arts (VAPA) is coordinated and implemented by our VAPA coordinator and based on students' requests in an effort to promote further engagement with the school program and also to improve student engagement, connectedness, and decrease chronic absenteeism for of our students. The after-school programming is grant funded and the athletics are instituted in all spaces possible.</p> <p>In addition, we provide:</p> <ul style="list-style-type: none"> *Visual and performing arts integration with the educational program *Expansion of career ideas in the arts and opportunities to explore those *Athletic supplies and services *During school athletics through physical education program (where possible) *After-school learning program and sports program (ASSETS/ASES) *The opportunity to expand and learn in an extended school day and offer a variety of athletic opportunities (where possible) <p>Non-Personnel: Expanded Learning- ASES and ASSETS program cost, high school athletics program supplies and services, and VAPA program cost, bus passes, field trips cost, student led conferences and other services; including operating cost. Personnel: Visual & Perf Arts Technician (1)</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Expenditure Plans supporting this goal partially: *Categorical Funds Expenditure Plans_\$183,433: Title I, Part A_\$101,323, Title I, Part D_\$82,110, Title II, Part A_\$0, Title III, Part A ELs_\$,0 Title IV, Part A_\$0.</p>						
2.3	<p>Services and actions to decrease suspension rates All certificated and classified classroom staff are working to create a positive school culture through the support of our PBIS system in addition to training in restorative practices. We will work to decrease the use of out of class suspensions by utilizing our check-in and check-out systems, community circles, as well as our support for students and families needing social and emotional support.</p> <p>We will prioritize support for all students in JCCS and prioritize support for Monarch School and San Pasqual Academy. Specifically, at SDCOE, we will work to provide support and decrease suspensions for our students who are African American, English learners, experiencing housing insecurity, are two or more races, impacted by the foster care system, and those impacted by a lowered income. At Monarch we will specifically monitor</p>	Yes	Partially Implemented			\$1,132,874.00	\$552,443

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>and improve these rates for students impacted by lowered incomes, students who are experiencing housing insecurity, students who are English learners, Latinx, and students with disabilities.</p> <p>At SPA we will specifically work to decrease these rates for students who are impacted by the foster care system and those who are impacted by a lowered income; these include the entire school population.</p> <p>At NCA, we will continue to provide these strategies of support as well as therapeutic services for all who need it. In addition to the focus on PBIS and its opportunities to teach and reward behaviors, we will prioritize support for Latinx students as well as students with disabilities. These rates will be measured via Metric 2.4.</p> <p>This action is also directly correlated with our goals and the work of Differentiated Assistance which we do in collaboration with Imperial County; through the work of our MTSS and our data analysis we intend to improve in this area.</p> <p>To assist in these efforts, we will provide:</p> <ul style="list-style-type: none"> *Targeted personnel to assist with carrying out the processes for restorative practices *Refresh of professional learning in Restorative Practices and tools to encourage appropriate behaviors *Expansion of our PBIS system ensuring fidelity in each aspect of 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>the support, including teaching appropriate behaviors and following in flowcharts</p> <p>*Expansion of the use of the PERTS Elevate survey with more school programs to help provide both insight and strategies to improve practice and learning conditions for all to thrive</p> <p>Non-Personnel: Contracted services for staff professional development (MTSS, SEL, PBIS) Personnel: School Social Worker (1.5), Program Specialist Social Worker Services (0.5), and Classroom Assistants (10), Campus Youth Advocate (1.5)</p>						
2.4	<p>Support for our MTSS structure through data collection/analysis</p> <p>In an attempt to support our students through our MTSS structure, meeting the needs of students and families efficiently and effectively and ensuring continuous improvement, we have to maintain and improve our data systems. This data helps us to plan, intervene, teach and reward the students in learning and responding to the necessary interventions, as needed. These systems address the needs of students and families in absences, behavior support as well as academic support. The assessment and data team, data technicians, as well as the</p>	Yes	Partially Implemented			\$1,499,986.00	\$784,192

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>instructional staff, will continue in this effort by:</p> <ul style="list-style-type: none"> *Ensuring assessment and the monitoring of all students' information is complete to inform the development of Personal Learning Plans for each student, including both academic and behavioral/social emotional *Ensuring data is efficiently collected to inform the Multi-Tiered System of Support (MTSS) structure *Utilizing the assessment support technicians for CALPADS data (attendance, suspensions, chronic absenteeism) as well as support for the collection and dissemination of other data *Continuing to administer the California Healthy Kids Survey annually for measurement and improvement *Utilizing the AIM team to analyze and respond to attendance - monitoring those at risk of being chronically absent and notifying proper staff for support * Continuing to provide disaggregated data at Leadership and DELT meetings for proper monitoring to determine successful strategies and opportunities for improvement in chronic absenteeism, suspensions and attendance *Training parents/guardians to utilize the parent and student portals in an effort to stay engaged and assist students in advocating for themselves and their success 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>Non-Personnel: student data school software - Illuminate, Promis, and Renaissance *LREBG Expenditure Plan: Renaissance software cost \$177,000 Personnel: Systems Technician II (1), Program Data Technician (1), Supv I, JCCS Student Data and Achv (1), and Student Support Specialist (10), Attendance Technician (4)</p> <p>Expenditure Plans supporting this goal partially: *Categorical Funds Expenditure Plans_\$1,005,759: Title I, Part A_\$724,682, Title I, Part D_\$196,702, Title II, Part A_\$0, Title III, Part A ELs_\$,0 Title IV, Part A_\$84,375.</p>						
2.5	<p>Supportive services for improved engagement to increase graduation rates The task of increasing graduation rates is one that is shared by many personnel in school programs. It is especially a focus of the teacher, the student and family as well as the school counselor and others that are instrumental in creating opportunities for success with graduation. In JCCS we offer a variety of approaches to school programs and options for paths toward graduation. Our school counselors lead this work through transcript review and options for</p>	Yes	Partially Implemented			\$924,798.00	\$468,538

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>coursework completion, classroom or independent study options as well as consistent motivation to complete the diploma.</p> <p>We will continue to provide a plethora of options, motivation and monitoring for successful completion to all of our students in SDCOE and especially our students who are African American, English learners, Latinx, impacted by the foster care system, experiencing housing insecurity, impacted by a lowered income and students with disabilities.</p> <p>We will give prioritized attention to the students at Community Schools, especially students who are Latinx, English learners, students who are experiencing housing insecurities, students impacted by a lowered income and students with disabilities. At our Court Schools, we will give priority to our students who are Latinx and those who are impacted by a lowered income (which is the entire population by definition as wards of the court). These rates will be measured via Metric 2.6.</p> <p>To assist in improving graduation rates, we will continue to: *Provide opportunities for motivation through varied forms of educational programs *Offer clarity of expectations and proper placement</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>*Create personalized learning plans to encourage goal setting toward postsecondary options *Engage parents in the planning, implementation and monitoring of the personal learning plan *Provide opportunities for career exploration and college enrollment</p> <p>Non-Personnel: None Personnel: Counselor (5) and Substitute Counselors</p> <p>Expenditure Plans supporting this goal partially: *Categorical Funds Expenditure Plans_\$188,917: Title I, Part A_\$88,392, Title I, Part D_\$100,525, Title II, Part A_\$0, Title III, Part A ELs_\$,0 Title IV, Part A_\$0.</p>						
2.6	<p>Parent engagement, involvement, and leadership The parent and family liaisons will continue to promote parent involvement and engagement and implement the parent/family plan; in addition: **Offer parent education to enhance home and school partnerships as well as cater to parental interests *Provide education on: restorative practices; trauma-sensitive schools; learning and behavior; U.S. school system; and other topics selected by parents and families (i.e., from parent meetings, surveys and LCAP Forums)</p>	Yes	Partially Implemented			\$917,485.00	\$415,640

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>*Provide translation as needed for all events</p> <p>*Continue transportation to and from school and community leadership opportunities</p> <p>*Expand parent/community volunteer and leadership and educational (college and career readiness) opportunities</p> <p>*Develop and implement a plan to train and engage parents in the new parent portal system for the purpose of accessing attendance patterns, grades for coursework, assessment results,</p> <p>*Analyze, review, revise, and refine internal and external communication systems to ensure alignment of messaging and engagement of students, parents, and staff with the school</p> <p>*Provide supports for parents to gain knowledge and understanding of the instructional program and their role as leaders in the DPAC/DELAC, SSC/ELAC, and LCAP forums, etc.</p> <p>*Work to increase the amount of English learner parent involvement.</p> <p>Non-Personnel: parent/family meeting, workshop supplies, and services, workshop supplies, transportation, and services for community partners involvement, translation services for parent/family meetings, workshop supplies, transportation, and services for community partners Involvement.</p> <p>Personnel: Parent and Family Liaison (5) and CCSP Grant Coordinator (1)</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Expenditure Plans supporting this goal partially: *Categorical Funds Expenditure Plans_\$305,107: Title I, Part A_\$218,805, Title I, Part D_\$86,302, Title II, Part A_\$0, Title III, Part A ELs_\$,0 Title IV, Part A_\$0.						

Goal 3

Goal Description

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

Expected Annual Measurable Objectives

Metric	Baseline	Mid-Year Outcome Data	Desired Outcome for 2026-2027
Number of Students concurrently enrolled in college courses - and student group % Synergy	2022-23 165 Students concurrently enrolled African American = 9% English Learner = 24% Foster Youth = 9% Latinx = 72% Low Income = 95% Students With Disabilities = 24% Unhoused = 22%	2023-24 190 Students concurrently enrolled African American = 15% Asian = 1% Foster Youth = 8% Latinx = 64% Low Income (SED) = 95% Multilingual learner (EL) = 23% Native American = .05% 2+ or more races = 5% Students With Disabilities (SWD) = 26% Unhoused = 17% White = 25 or 13%	2025-26 175 Students concurrently enrolled African American = 12% Foster Youth = 10% Latinx = 75% Low Income (SED) = 95% Multilingual learner (EL) = 31% Students With Disabilities (SWD) = 28% Unhoused = 38%

Metric	Baseline	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		*Note 9 students or 5% identified as White are from Arabic countries San Pasqual Academy = 13	
Number of CTE Course Enrollment (Passed with a C or better) and student group %	2022-23 275 CTE Successful Enrollment African American = 12% English Learner = 27% Foster Youth = 12% Latinx = 73% Low Income = 95% Native American = 0.3% Students With Disabilities = 27% Two or More Races = 3% Unhoused = 31% White = 11%	2023-24 386 CTE Successful Enrollment African American = 9% Foster Youth = 12% Latinx = 70% Low Income = 96% Multilingual learner (EL) = 31% Native American = .02% Students With Disabilities = 36% Two or More Races = 5% Unhoused = 9% White = 36.9% *Note 9 students or 2% identified as White are from Arabic countries	2025-26 302 CTE Successful Enrollment African American = 12% English Learner = 31% Foster Youth = 10% Latinx = 75% Low Income = 95% Native American = 1% Students With Disabilities = 30% Two or More Races = 5% Unhoused = 35% White = 115%
Number of industry recognized certifications Serve Safe/ First Aid-CPR Certificate	2022-23 103 Serve Safe - 19 First Aid/CPR African American = 18% - 16% English Learner = 18% - 47% Foster Youth = 8% - 21% Latinx = 58% - 79% Low Income = 39% - 89% Native American = 1% - 0% Students With Disabilities = 39% - 37% Two or More Races = 6% - 5% Unhoused = 0% - 0% White = 17% - 0%	2023-24 92 Serve Safe-Food Handlers/ 24 First Aid-CPR African American = 18%/ 13% Multilingual learner (EL) = 26%/58% Foster Youth = 1%/ 21% Latinx = 63%/ 83% Low Income = 95%/100% Asian = 1%/ 0% Students With Disabilities = 38%/ 17% Two or More Races = 5%/4% Unhoused = 4% / 13%	2025-26 113 Serve Safe - 21 First Aid/CPR African American = 20% - 18% English Learner = 20% - 50% Foster Youth = 10% - 25% Latinx = 65% - 85% Low Income = 50% - 95% Native American = 4% - 1% Students With Disabilities = 45% -40% Two or More Races =10% - 8% Unhoused = 5% -5%
Percent of foster youth who are immediately enrolled and placed in appropriate courses per state and local statute.	2022-23 100% of foster youth are immediately enrolled and placed in appropriate courses per state and local statute.	2023-24 100% of foster youth are immediately enrolled and placed in appropriate courses per state and local statute.	2025-26 100% of foster youth are immediately enrolled and placed in appropriate courses per state and local statute.
Percent of districts involved in foster youth coordination process	2022-23 100% of the 42 districts are involved in the coordination process	1023-24 100% of the 42 districts are involved in the coordination process	2025-26 100% of the 42 districts are involved in the coordination process

Metric	Baseline	Mid-Year Outcome Data	Desired Outcome for 2026-2027
Number/percent of students expelled and outcomes toward reinstatement/postsecondary options	2022-23 90 Expelled students eligible for reinstatement: 63 Reinstated (70%) 14 With JCCS (Plan not met) 6 Graduated/1 HiSET 3 Moved 1 Dropout 2 Adult School	2023-24 61 Expelled students eligible for reinstatement: 42 Reinstated (13 remained JCCS) 2 With JCCS (Plan not met) 8 Graduated/2 HiSET 2 Court 1 Dropout 2 Adult School 1 Placement 1 Charter	2025-26 Of students expelled, 90% are eligible to return even if they choose not

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p>Increase the number of students enrolled in postsecondary planning and preparation JCCS is preparing students for a variety of postsecondary options including concurrent enrollment in college for our students, CTE course enrollment and successful completion of industry recognized certifications. This is in direct support of the College and Career Indicator on our Dashboard. This indicator is difficult for JCCS programs as the requirements do not align well with our program, which includes mostly students with short term enrollments. However, we persist.</p> <p>To this end, we will support all JCCS students in achieving their goals and specifically we will strive to improve planning and attainment for students who are English learners, Latinx, unhoused, and students impacted by a lowered</p>	Yes	Partially Implemented			\$924,798.00	\$468,538

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>income. We will give priority of services to our students who attend our Community schools (specifically students who are English learners, Latinx, unhoused, students impacted by a lowered income, and students with disabilities).</p> <p>At our Court Schools, we will ensure priority of services are given to foster youth. Finally, at Monarch School, we will ensure priority of services are given to students who are English learners, Latinx, unhoused, and students impacted by a lowered income. This goal will be measured by Metric 3.1.</p> <p>The services provided include attention to academic, behavioral, social and emotional needs. We support this action by:</p> <ul style="list-style-type: none"> *School counselors implementing a comprehensive school guidance program and improving postsecondary planning for students and families. *Direct guidance and counseling services relevant to sequential development of students as related to college and career development, academic development, and social and emotional development *Constructing personalized learning plans with students, and helping students to visualize and establish their education and career goals *Counseling students, parents/guardians, and educational partners for the purpose of enhancing student success in school 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>*Assisting students and staff with financial aid, college enrollment, tours and follow-up *Providing individual student counseling, group counseling, and parent/guardian conferencing</p> <p>Non-Personnel: None Personnel: Counselor (5) and Substitute Counselors</p> <p>Expenditure Plans supporting this goal partially: *Categorical Funds Expenditure Plans_\$188,917: Title I, Part A_\$88,392, Title I, Part D_\$100,525, Title II, Part A_\$0, Title III, Part A ELs_\$,0 Title IV, Part A_\$0.</p>						
3.2	<p>Ensure access to Career Technical Education (CTE) pathways & Industry recognized certifications</p> <p>The work of exploring career pathways and expanding potential career opportunities fall within the guidelines of our CTE teachers and work readiness staff. Together, they work toward coordinated efforts to increase and integrate CTE for all students. As an alternative program, we are not yet providing completed pathways, however, our goal is to make that happen for our students with the assistance of our community college partners.</p>	Yes	Partially Implemented			\$2,500,451.00	\$909,204

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>We will support all JCCS students in achieving their goals and specifically we will strive to improve planning and attainment for students who are English learners, Latinx, experiencing housing insecurity, and students impacted by a lowered income.</p> <p>We will give priority of services to our students who attend our Community schools (specifically students who are English learners, Latinx, unhoused, students impacted by a lowered income, and students with disabilities).</p> <p>At our Court schools we will ensure priority of planning services are given to foster youth. Finally, at Monarch School, we will ensure priority of services are given to students who are English learners, Latinx, unhoused, and students impacted by a lowered income. This goal will be measured by Metric 3.2 & 3.3.</p> <p>More specifically, this action seeks to:</p> <ul style="list-style-type: none"> *Increase connection with industry partners to support the expansion of CTE pathways and course offerings *Continue to increase integrated CTE pathways and course offerings to provide equitable access for all JCCS students *Continue to support instructors, personnel, and expanding curriculum with resources and material relevant to our population 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>in accordance with industry expectations *Create access to industry recognized certifications *Expand internship opportunities</p> <p>Non-Personnel cost - supplies, non-capital assets, capital outlay, and services for CTE program Personnel: Work Readiness Assistant (3), and CTE Workability Program Analyst (1) Counselor (1), Office Assistant II (1), Temporary CTE Instructors (18)</p> <p>Expenditure Plans supporting this goal partially: *Categorical Funds Expenditure Plans_\$8,000: Title I, Part A_\$3,886, Title I, Part D_\$4,114, Title II, Part A_\$0, Title III, Part A ELs_\$,0 Title IV, Part A_\$0.</p>						
3.3	<p>Transition internally and externally for students in JCCS SDCOE - JCCS is an alternative program for students and families that seeks to identify personnel and put systems in place to support each of our student's unique needs. These include at-promise students who are impacted by the criminal justice system, those who are in foster care, those who are pregnant/parenting, those who have been expelled by their school district, and those students who are English learners. These situations may sometimes make a</p>	Yes	Partially Implemented			\$819,091.00	\$431,390

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>comprehensive school difficult to access or be successful in. Our work is to ensure that no student is left underserved by the educational system and provide the abundant wraparound services needed to help with successful adjustment and, when needed, transition both internally and externally. Our transition services are especially important for our students impacted by the foster care system; consistent with Priority 10 a-c, SDCOE coordinates with San Diego county districts, charters, and the Juvenile Court system to ensure there is process in place for the expeditious transfer of health/education records/passport and delivery of educational services for foster youth through the Foster Focus database/CWS database. Via the SDCOE Interagency Agreement with all San Diego county schools we have developed a mechanism for data sharing and support for foster youth transitioning between districts/schools. In addition, ongoing collaboration and conversations are facilitated to ensure implementation of the Interagency Agreement via all agencies and is a model for implementation across the state.</p> <p>Transition services are also critical for those who have been impacted by the justice system and those who have been expelled or simply need to return to the comprehensive setting. This work in JCCS is predominately done by our</p>						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>student transition technicians in partnership with counselors, school staff, students, and families.</p> <p>The student transition technicians serve as a resource to help transition students from schools operated by SDCOE to their home school districts, college, and other postsecondary options. In addition they:</p> <ul style="list-style-type: none"> *Help students and families determine placement based on student's personal learning plan, transcript, referral, and history *Provide technical assistance and act as a liaison between school districts and SDCOE school staff in areas related to student transition, assistance with employment, social and emotional learning opportunities, and career options *Promote SDCOE schools academic and program opportunities to districts and agencies *Organize and maintain information on the unique offerings of each SDCOE school, postsecondary opportunities, scholarships, and other related student transition information <p>Non-Personnel: none Personnel: Student Transition Technicians (5)</p>						

Goal 4

Goal Description

Over the course of three years, Monarch School will decrease chronic absenteeism and suspension rates while increasing the number of students who meet or exceed the standard in English language arts (on local assessments and CAASPP). Monarch will work to improve these outcomes specifically for students who are experiencing housing insecurity, impacted by lowered incomes (SED), students who are English learners, Latinx, and Students with Disabilities (SWD) through programs, services, and personnel. Students with Disabilities need support in lowering suspension rates as well. These will be measured locally and by Dashboard results.

Expected Annual Measurable Objectives

Metric	Baseline	Mid-Year Outcome Data	Desired Outcome for 2026-2027
English Language Arts Percentage of Standard Met or Exceeded - student Group Dashboard Red	2022-23 CAASPP All JCCS 7.82% Monarch - 8.41% Unhoused - 8.41% Low Income (SED) - 8.41%	2023-24 CAASPP All JCCS - 5.4% Monarch - 10.23% Unhoused - 10.23% Low Income - 10.23%	2025-26 CAASPP All JCCS 17.82% Monarch - 18.41% Unhoused - 18.41% Low Income (SED) - 18.41%
Chronic Absenteeism Percentage of Students by All Student Groups and Dashboard Red	2022-23 All Monarch: English Learners (EL) - 73.40% Latinx - 73.50% Low Income (SED) - 75% Students with Disabilities (SWD) - 69.40% Unhoused - 74.80%	2023-24 All Monarch: Multilingual Learners (EL) - 70.7% Latinx - 70.3% Low Income (SED) - 71.8% Students with Disabilities (SWD) - 74.20% Unhoused - 71.80%	2025-26 All Monarch: Multilingual Learners (EL) - 63.40% Latinx - 63.50% Low Income (SED) - 65% Students with Disabilities (SWD) - 69.40% Unhoused - 64.80%
Suspension Rates Percentage of Students by Student Group and Dashboard Red	2022-23 All Monarch - 8.7% Latinx - 9% English Learners -10.5% Low Income (SED) - 8.40% Students with Disabilities (SWD) -10% Unhoused - 8.4%	2023-24 All Monarch - 2.2% Latinx - 1.6% Multilingual Learners (EL) -1.6% Low Income (SED) - 2.2% Students with Disabilities (SWD) -0% Unhoused - 2.2%	2025-26 All Monarch - 3.7% Latinx - 4% Multilingual Learners (EL) -5.5% Low Income (SED) - 3.40% Students with Disabilities (SWD) -5% Unhoused - 3.4%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	<p>Equity multiplier student support and services to reduce chronic absenteeism Monarch will utilize ICAN strategies as well as Attendance Works resources utilized by all to support student attendance. All certificated and classified classroom personnel are committed to creating a positive school culture through a transformational and therapeutic environment that supports the most effective and efficient ways to serve students and families. In addition, Monarch School will receive priority, specifically, in increasing their connectedness and decreasing rates of Chronic Absenteeism. This goal will be measured by Metric 4.2</p> <p>Non-Personnel: Supplemental Classroom Supplies, Services and other supports Personnel: Supplemental salaries and benefits to miscellaneous support salaries</p>	No	Partially Implemented			\$116,489.00	\$0
4.2	<p>Equity multiplier student supports to reduce suspension rates In an effort to reduce suspension, Monarch has employed the use of an SEL curriculum - self and match to support students needs. In addition, they will utilize the services of the behavior specialists to ensure use of the PBIS and</p>	No	Partially Implemented			\$116,489.00	\$0

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>restorative practices models to support behavior. Finally, all certificated and classified classroom staff are working to create a positive school culture, We will work to decrease the use of out-of-class suspensions by utilizing our check-in and check-out systems, community circles, as well as support for students and families experiencing social and emotional challenges. This action will be measured by Metric 4.3.</p> <p>Non-Personnel: Supplemental Classroom Supplies, Services and other supports Personnel: Supplemental salaries and benefits to miscellaneous support salaries</p>						
4.3	<p>Equity multiplier student supports to improve English language arts literacy and reading Our JCCS classrooms continue to utilize the High Leverage Practices for Quality Instruction (HLP) to support ALL learners in achieving challenging state academic standards and becoming proficient in academic English. Monarch School students impacted by a lowered income and experiencing housing insecurity(100% population of students) are prioritized with specific support for increasing their achievement in ELA. Finally, there</p>	No	Partially Implemented			\$116,489.00	\$39,968

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>is a new requirement for schools to screen students in K-2 for dyslexia to target intervention.</p> <p>Non-Personnel: Supplemental Classroom Supplies, Services and other supports, Structures of the Master Schedule and the rotation of students for maximum effectiveness, Reading intervention contracts</p> <p>Personnel: Supplemental salaries and benefits to miscellaneous support salaries</p>						

Goal 5

Goal Description

Over the next three years, San Diego Court and Community Schools will improve its graduation rate for all students, providing motivation, monitoring, experiences in varied academic settings specifically for Latinx and students experiencing lowered incomes (SED), and including English learners, students experiencing housing insecurity, and Students with Disabilities. In addition, Community Schools will increase their college and career readiness as measured by the CC Indicator, specifically their CTE course enrollment as well as industry recognized certifications, for students who are English learners, Latinx, experiencing housing insecurity, impacted by a lowered income, and Students with Disabilities. These will be measured both locally and by the Dashboard.

Expected Annual Measurable Objectives

Metric	Baseline	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4 and 5 Year Graduates Cohort Graduation Rate Percentage of Students by Student Group and Dashboard Red	2022-23 Community = 44.90% English Learners (EL) = 41.90% Latinx = 43.20% Unhoused = 32.40% Low Income (SED) = 44.90% Students with Disabilities (SWD) = 54.70% Court = 43.60% Latinx = 49.30% Low Income (SED) = 43%	2023-24 Community: 46.6% Multilingual learner (EL): 43.7% Long Term Multilingual learner (LTEL): 42.4% Latinx: 47.5% Unhoused: 40.7% Low Income (SED): 46.5% Students with Disabilities (SWD): 47.5% Court: 61.2% Latinx: 63.9% Low Income (SED): 61.2%	2025-26 Community = 54.90% Multilingual learner (EL) = 51.90% Long Term Multilingual learner (LTEL) = 52.4% Latinx = 53.20% Unhoused = 42.40% Low Income (SED) = 54.90% Students with Disabilities(SWD) = 64.70% Court = 53.60% Latinx = 59.30% Low Income (SED) = 53%
CC Indicator- CTE Course Enrollment and Industry-Recognized Certifications Percentage of Students completing courses by Student Group	2022-23 275 CTE Successful completion of courses English Learner = 27% Latinx = 73% Unhoused = 31% Low Income = 95% Students With Disabilities = 27% 103 Serve Safe - Food Handlers 19 First Aid/CPR English Learner = 18% - 47% Latinx = 58% - 79% Unhoused = 0% - 0% Low Income = 39% - 89%	2023-24 386 CTE Successful Enrollment English Learner = 31% Latinx = 70% Unhoused = ??% Low Income = ??% Students With Disabilities = 36% 92 Serve Safe/Food Handlers/ 24 First Aid-CPR Multilingual learner (EL) = 26%/58% Latinx = 63%/83% Unhoused = 4%/13% Low Income = 95%/100% Students With Disabilities = 38%/17%	2025-26 303 CTE Successful completion of courses English Learner = 27% Latinx = 73% Unhoused = 31% Low Income = 95% Students With Disabilities = 27% 113 Serve Safe - 21 First Aid/CPR English Learner = 18% - 47% Latinx = 58% - 79% Unhoused = 0% - 0% Low Income = 39% - 89%

Metric	Baseline	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	Students With Disabilities (SWD)= 39% - 37%		Students With Disabilities (SWD) = 39% - 37%

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
5.1	<p>Equity Multiplier Supportive services for improved engagement to increase graduation rates</p> <p>We will continue to provide motivation and monitoring as well as opportunities for concurrent college enrollment, transcript review and advising, independent study opportunities and post secondary planning to ensure successful high school completion for all of our students. We will give prioritized attention to the students at Community Schools, especially students who are Latinx, English learners, students who are experiencing housing insecurities, students impacted by a lowered income, and students with disabilities.</p> <p>At our Court Schools, we will give priority to our students who are Latinx and those who are impacted by a lowered income (which is the entire population by definition as wards of the court). These students will improve their rates thorough transcript review and options for coursework completion, classroom or independent study options, as well as consistent motivational support to complete the diploma. The MTSS structure will be</p>	No	Partially Implemented			\$1,245,228.00	\$184,293

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>important to ensure they have the support they need.</p> <p>These same student groups will also see the power in completing college readiness courses and certifications to support themselves while planning for their future. This will be measured by Metric 5.1.</p> <p>Non-Personnel: Supplemental Classroom Supplies, Services and other supports Personnel: Supplemental salaries and benefits to miscellaneous support salaries</p>						
5.2	<p>Equity Multiplier Supportive services to improve College and Career indicators</p> <p>JCCS is preparing students for a variety of postsecondary options, including concurrent enrollment in college for our students. This is in direct support of the College and Career Indicator on our Dashboard. We will give priority of services to our students who attend our Community Schools (specifically students who are English learners, Latinx, impacted by homelessness, students impacted by a lowered income, and students with disabilities). This goal will be measured by Metric 3.2 and 3.3.</p> <p>More specifically, this action seeks to:</p>	No	Partially Implemented			\$500,000.00	\$120,891

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>*Increase connection with industry partners to support the expansion of CTE pathways and course offerings</p> <p>*Continue to increase integrated CTE pathways and course offerings to provide equitable access for all JCCS students</p> <p>In addition, the work of exploring career pathways and expanding potential career opportunities fall within the guidance of our CTE teachers and work readiness staff, with assistance from the school counselor who manages the personal learning plans. Students will be guided to more opportunities for concurrent enrollment in college courses as well as CTE and industry-respected certifications.</p> <p>School counselors and other instructional staff will assist greatly with implementing a comprehensive school guidance program and improving postsecondary planning for students and families.</p> <p>Non-Personnel: Supplemental Classroom Supplies, Services and other supports Personnel: Supplemental salaries and benefits to miscellaneous support salaries</p>						