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

School Year
2026

Date of Board Approval
June 10, 2026

LEA Name
San Diego County Office of Education - JCCS

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.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

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 by eliminating the racialized opportunity gap that negatively impacts our students of color. We accomplish this by delivering culturally and linguistically responsive standards-driven instruction, courageous and advocacy-oriented leadership, and relevant professional learning. All JCCS community members stand personally committed and professionally accountable for achieving this mission.

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

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

Monarch School - Equity Multiplier School
Monarch School is a K-12 public school serving the needs of children impacted by housing insecurity. The only school of its kind in the county, Monarch is a unique public-private partnership between SDCOE/JCCS and the nonprofit Monarch School Project, a 501(c)(3) organization. SDCOE provides teachers and an accredited education, and the nonprofit supplements this program through academic and enrichment programs, including an after-school program, expressive arts therapy, and counseling.

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

San Diego County Special Education School (Friendship School) ~ Returned to South County Special Education Local Plan Area and no longer under SDCOE as of June 30, 2026
Friendship School serves as many as 50 students between the ages of 3 and 22 who are medically fragile and have multiple disabilities. The Imperial Beach campus is operated by SDCOE in affiliation with the South County Special Education Local Plan Area (SELPA).

North Coastal Consortium School (North County Academy) ~ School program closed as of of June 30, 2026
North County Academy serves as many as 100 students in grades kindergarten through 12 using a four-pronged approach: Academics, Educationally Related Mental Health Services (ERMHS), Environmental Supports, and Positive Behavior Supports. This Carlsbad campus is operated by the North Coastal Consortium for Special Education SELPA in affiliation with the San Diego County Office of Education.

Overall Juvenile Court and Community Schools (4 CDS Codes - Community, Court, Monarch, San Pasqual Academy) (October 2025 Census Day)
Enrollment = 873
Socioeconomically Disadvantaged = 95%
Multilingual learners = 36%
Long-term Multilingual learners = 23.9% (67% of MLL)
Foster Youth = 7%
Unhoused Youth = 25%
Students with Disabilities = 30%
American Indian/Alaska Native = 0.2%

Asian = 0.1%
Black/African American = 10%
Filipino = 0.6%
Hispanic = 79%
Native Hawaiian/Other Pacific Islander = 0.1%
White = 7%
Multiple = 3%
Missing = 0.1%

School Enrollment (October 2025 Census Day):
Monarch School = 199
San Diego Community Schools = 470
San Diego Court Schools = 168
San Pasqual Academy = 36

For the purposes of this LCAP, and in an effort to honor our students and families, we use the phrase "students who are experiencing a lowered income" in place of "Socioeconomically Disadvantaged-SED" (Dashboard term). In the same vein, unhoused and students experiencing housing insecurity refer to our homeless (Dashboard term) youth. In an effort to honor the multiple languages our students speak, we use the terms Multilingual learner (MLL) in place of English learner (EL) and long-term Multilingual learner (LTMLL) in place or long-term English learner (LTEL). Also, Latinx replaces Hispanic (Dashboard term) for this document as it is more culturally accepted in our communities and with our educational partners. Finally, in an effort to be inclusive of our students who are of Haitian descent and others in the diaspora, we use the term Black instead of African American. Unless otherwise noted, baseline data is from the 2022-23 school year and year-one data is from SY 2023-24, year-two data SY 2024-25.

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

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

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

Goal 3
Over the next three years, SDCOE schools will continue to support the integration, alignment, transition, and preparedness of students who are at-promise, Multilingual learners (MLLs) and long-term Multilingual learners (LTMLL), 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 Black, 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.

Goal 4
Over the course of three years, Monarch School and San Pasqual Academy will continue to decrease chronic absenteeism in students and suspension rates while increasing the number of students who meet or exceed the standard in English language arts (on local assessments and CAASPP) and math (2025). Monarch will decrease chronic absenteeism for all students (2025) who are experiencing housing insecurity, impacted by lowered incomes (SED), students who are Multilingual learners (MLL), Latinx, and Students with Disabilities (SWD) through programs, services,

and personnel. In addition, the Monarch School will work to continue to improve the rates in Multilingual (MLL) and long-term Multilingual (LTMLL) students who are making annual progress in English proficiency (2024) while also continuing to increase the number of students who meet or exceed the standard in English language arts and math on local assessments and CAASPP (2025). San Pasqual Academy will work to continue to decrease suspension rates among all students who are in foster care as well as impacted by a lowered income. In addition, San Pasqual Academy will increase student culture and engagement as evidence by decrease suspension rates. These will be measured locally and by Dashboard results.

Goal 5
Over the next three years, San Diego Court and Community Schools will improve its graduation rate for all students, providing motivation, and monitoring experiences in varied academic settings. In Community, focus will be for all students and specifically Latinx, students experiencing lowered incomes (SED), students experiencing housing insecurity and Students with Disabilities, as well as Multilingual and long-term Multilingual learners (MLL and LTMLL). Community Schools will also work to continue to increase their levels of English language arts and math achievement among students who are Latinx and those experiencing a lowered income while continuing to decrease their suspension rate among students who are foster youth. Community will also work to improve the rates of achievement in science for all students, specifically for students who are Latinx and impacted by a lowered income. In addition, Community Schools will increase their progress for both their college and career readiness, as measured by the College and Career Indicator (CCI), specifically their CTE course enrollment, as well as industry-recognized certifications for students who are Multilingual learners, Latinx, experiencing housing insecurity, impacted by a lowered income, and Students with Disabilities. Finally, Court and Community Schools will continue to increase their levels of annual English proficiency and progress for their Multilingual learners (MLL) and long-term Multilingual learners (LTMLL). These will be measured both locally and by the Dashboard.

In SDCOE one student groups met the criteria for Differentiated Assistance (DA) on the 2025 Dashboard. The one student groups in need of targeted concentration as evidenced by our dashboard results, goals, and actions are:
Foster Youth Students: Suspension Rate and Graduation Rate

San Diego County Office of Education met the criteria for Comprehensive Support and Improvement (CSI) based on the 2024 Dashboard under ESSA due to:
~San Diego County Community in the indicators: Graduation Rate at 48% [Latinx 46.3%, LTMLL 40.8%, MLL 44.8%, Low Income 48.4%, SWD 48.2%, Unhoused 46.4%]
~San Diego County Court in the indicators: Graduation Rate at 70% [Lat 78.3%, Low Income 71.6%, SWD 65.1%]
San Pasqual Academy - No Status, Monarch - No Status while progress and improvements are continually monitored.

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

The SDCOE Juvenile Court and Community Schools (JCCS) leadership team continues to meet with experts in improvement science from the Imperial County Office of Education to investigate the root causes of our performance gaps, graduation rates, issues of chronic absenteeism, suspension rates and ways to improve in our College and Career Indicator. The student data and achievement supervisor and JCCS data team continue to complete interim reports for each CSI school identifying their progress in meeting goals associated with California School Dashboard outcomes. These monitoring reports are reviewed by JCCS leadership and a thorough data review with next steps is completed. Additional supports and interventions will be identified and offered if insufficient progress is made. In addition, members from SDCOE's leadership team conduct site visits and meet with site administrators and leadership team members to discuss progress and site identified needs. Sites will be using monitoring measures, including interim assessment data, district-provided chronic absenteeism reports, and additional local assessment data (Renaissance learning pre/post test).

A word about our Graduation Rates

Because it is still appropriate, there is a need to remind our partners of why our graduation rates appear so low for 2025. SDCOE and its four JCCS schools are a part of the Dashboard Alternative School Status (DASS), as adopted by the CDE. This designation sought to provide a fair assessment of programs that serve students in alternative and other settings. "In 2017, the State Board of Education (SBE) directed the California Department of Education (CDE) to explore the development of modified methods, where appropriate, to fairly evaluate and support alternative schools and their progress." By 2018, the CDE began to incorporate the use of modified methods when calculating the Academic and Graduation Rate Indicators for alternative schools on the Dashboard. During this time, our schools were able to experience a drastic increase in our graduation rates as we realized the root cause. As a system, our students were being judged by the four-five year cohort vs. the one year cohort; meaning a student entering our system as a fourth year student with the credits of a 10th grader was being judged as a 12th grader versus a 10th grader. The implications for this were the 4-5 year cohort student was being judged as a 12th grader and expected to graduate versus the reality of that student as 10th grader by credits with much left to complete for competencies, assessments, and for completion toward graduation.
Our One-Year Graduation Rates for 2023-24: Community - 86.4%, Court - 100%, Monarch - not reported, San Pasqual Academy - 94.4%
Our 4-5 year Cohort Graduation 2024-25 (one-year rate where given): Community - 48% (86.1%), Court - 70% (96.2%), Monarch - 88% (95.5%), and San Pasqual Academy - not available.

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 (2023-24); in addition, we have provided our local assessment results.
2024-25 CAASPP per TOMS

2024-25 CAASPP TOMS

ELA
ALL JCCS - 10.14%
Black - 0.08%
MLL - 0.01% LTMLL - 0% Foster Youth - *
Latinx - 8.78%
Low Income - 10.53%
Students with Disabilities - 5.26%
Unhoused - 14.39%

Math
ALL JCCS - 2.61%
Black - 0%
MLL - 0% LTMLL - 0% Foster Youth - *
Latinx - 1.01%
Low Income - 2.32%
Students with Disabilities - 0.01%
Unhoused - 1.57%

Science Baseline
ALL JCCS: 4.70%
MLL: 3.39% LTMLL: 0%
Latinx: 2.78%
Low Income: 4.44%
Unhoused: 5%
* (<11 students)

These results are from our Renaissance Learning Reading and Mathematics (2024-25 local assessment):
Reading
All JCCS = 50%

Black = 53%
MLL = 47% LTMLL = 42%
Foster Youth = 44%
Latinx = 50%
Low Income = 50%
Students with Disabilities = 50%
Unhoused= 48%

Mathematics
All JCCS = 50%
Black = 43%
MLL = 47% LTMLL = 39%
Foster Youth = 44%
Latinx = 52%
Low Income = 50%
Students with Disabilities = 44%
Unhoused= 50%

Successes
According to the State Dashboard (2025) and an analysis of our local and dashboard data, SDCOE is experiencing great success in a multitude of areas. Below is a summary of our highlights on the dashboard as we continue our efforts to focus on LCFF Priority 4 Student Achievement (ELA/Math/ELPI), LCFF Priority 5 Pupil Engagement (Graduation Rate, Chronic Absenteeism), LCFF Priority 6 School Climate (Suspension, Connectedness) as well as LCFF Priority 8 Other Pupil Outcomes (College and Career Indicator (CCI). In each of these areas we have earned at least an Orange and up to a Green on the Dashboard; there are also challenges within our programs and we will address those in the next section.

For LCFF Priority 4 - Student Achievement, SDCOE is excited to report overall Orange in English Language Arts (ELA), Mathematics (Math) and a resounding Yellow in our Multilingual Learner Progress (MLL). We feel like our hard work is paying off. In ELA. we increased by 4.74% overall; Community increased by 6.1% and Monarch by 3.56%. In Math we earned an Orange overall despite our overall decreases for SDCOE and Community. Finally, in Multilingual Learner/Long-term Multilingual Learner Progress, we are ecstatic to report an overall Yellow, with a 22.9% increase (42.5%). At our schools, Community increased 16% and Court increased 17.6%; Monarch increased 33.6% earning them Green on the dashboard and specifically Long-term Multilingual learners earned Blue. These are to be celebrated!

In the area of LCFF Priority 5 Pupil Engagement, SDCOE's bright spot is Court this year with an increase of 8.8% for a 70% Graduation Rate, earning them a Yellow on the dashboard. In the area of Chronic Absenteeism, SDCOE earned an overall Orange with a .8% decrease. The majority of our system is high school, so we do measure Chronic Absenteeism. It has decreased by 1.5% (25.9%) and we feel that is a success.

Our next area of success is LCFF Priority 6 School Climate, specifically measuring suspension and connectedness. SDCOE has continued to decrease its suspension rates by .40% (2.70%). Monarch and Community decreased by 1.4% and earned a Green on the dashboard. Though SOAR increased 2.5% they still earned Orange on the dashboard. In addition, our level of connectedness for students has increased 6.9% (77.9%) and for parents, a slight decrease of 10% (80%); there was a limited number of parents to respond so this is the result of one parent. Our work in MTSS and PBIS have been beneficial in helping to decrease the suspension rates and increase the restorative process and positive school culture with students feeling connected and like they belong.

Our final area of success was found in LCFF Priority 8 as measured by College and Career Indicator (CCI). SDCOEs efforts in preparing students for postsecondary success increased by 2.6% earning a Yellow on the dashboard with an overall 16.3% prepared. In addition, notable mention is given to Community Schools who increased 6.7% (14.2%) earning them an Orange. Court, though they decreased a bit, 9.2% (12.2%) they earned an Orange on the dashboard. We understand there is much more to be done, however, we are extremely proud of our success.

Challenges
According to the State Dashboard (2025) and an analysis of our local and dashboard data, our challenges are varied in nature as well. Below is a summary of our highlights as we continue our efforts to focus on students' achievement - LCFF Priority 4 - English Language Arts, Mathematics, and Multilingual Learner Progress. Although we earned Orange in each of those areas, Monarch earned a Red in Mathematics, while SDCOE and Community earned a Red in Science.

We believe our ability to make significant improvement in our participation rate also impacted our real scores. Though our dashboard shows some increase, our local data shows a slight decrease in Renaissance Reading and Mathematics. In addition, LCFF Priority 5 - Graduation Rate also continues to be a challenge for our Alternative Program, earning SDCOE, Community, and Court School Red. In Priority 5 - Chronic Absenteeism, we continue to see a challenge both at SDCOE overall as well as at Monarch and Community, each earning a Red on the dashboard. Finally in LCFF Priority 6 we see that suspensions are a challenge at both SDCOE and San Pasqual Academy, each earning a Red on the dashboard. We will discuss specific student groups and data points below.

For LCFF Priority 4 - Student Achievement, SDCOE earned a Red in science, though our points stayed consistent with last year (27.7 points); this included: all students, students who are Multilingual Learners as well as students who are Unhoused, Low Income, and Latinx. In addition, Community student groups earning Red in Science are: all students, Latinx students, and students who are Low Income. Though this data is just informational at this time, we are continuing to find ways to improve. In addition, Monarch earned a Red in Math due to a .16% decrease for an overall score of 1.74% of students who met or exceeded the standard; the specific student groups earning Red are Unhoused and Low Income. We are excited that we have fewer items for focused improvement as we work to improve overall student achievement.

In the area of LCFF Priority 5 Pupil Engagement - Graduation Rate we continue to have challenges. There were increases in SDCOE (.6%) 57% and we earned a Red on the dashboard for student groups: all students, Multilingual Learners, Long-Term Multilingual Learners, Foster Youth, Unhoused, Low Income, Students with Disabilities, Black, and Latinx. Similarly, there were increases in Community (1.4%), however, 48% still earned Red; the student groups earning Red are: all students, students who are Latinx and students who are Low Income. Finally in the Court schools, the student group earning Red was our Students with Disabilities. SDCOE continues to make progress in Chronic Absenteeism earning an Orange, however, there is still great need as our student groups earning Red are: all students, students who are Multilingual Learner, Long-term Multilingual Learners, Low Income, Students with Disabilities, and Black students. In the Community schools, we earned Red due to a decreased rate by 3% for a final rate of 50%; the student groups affected are: all students, students who are Latinx, and students who are Low Income. Like Community, Monarch also earned Red with a 71.5% rate in K-8. We are a predominantly 9-12 system, so we also monitor Chronic Absenteeism and there was a slight decrease (2.7%) to 35.8%.

The other measurement of student engagement, suspensions, is showing a need for improvement with our Foster Youth in SDCOE and at San Pasqual Academy. Although SDCOE earned Green on the dashboard, our Foster Youth increased 5.8% to 11% overall, hence earning Red. At San Pasqual Academy, the rates for Foster Youth and Low Income groups increased 12.8% to 21.3% overall, earning them Red on the dashboard as well. Although our student connectedness showed great improvement, our parent connectedness had a 10% decrease to 80% (again this may be due to the lack of parents accessing the survey.)

Our final area of challenge to be highlighted are the results from our Renaissance Learning Reading and Mathematics (local assessment). Although our numbers show an overall 4% decrease to 50% growth in our Reading Assessment and a 2% decrease (50%) in Mathematics, there are mixed results for celebration and reflection. In our metrics for Reading, we see that our Black and Low Income students along with Students with Disabilities all increased; however, there were decreases with our Multilingual Learners, Foster Youth, Latinx, and our Unhoused youth. In Mathematics, we show a slight increase with our students who are Latinx and a consistent percentage among Foster Youth as well as students who are Low Income. For our Black, Foster Youth, Multilingual Learners, Unhoused and Students with Disabilities, there were decreases by a few percentage points.

2024-25 EOY Reading % showed an increase >.5 points in their Post Test = .5 of year in >=90 days
All JCCS = 50% (4% decrease), Black = 53% (15% increase), Multilingual Learner (EL) = 47% (3% decrease), Foster Youth = 44% (8% decrease), Latinx = 50% (4% decrease), Unhoused = 48% (12% decrease), Low Income = 50%, (8% increase), Students with Disabilities = 50% (9% increase)
2024-25 EOY Mathematics % showed an increase >.5 points in their Post Test= .5 of year in >=90 days
All JCCS = 50% (2% decrease), Black = 43% (6% decrease), Multilingual Learner = 47% (3% decrease) Foster Youth = 44% (consistent), Latinx = 52%(1% increase), Unhoused = 50% (5% decrease.), Low Income = 50% (consistent), Students with Disabilities = 44% (5% decrease.)
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. 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.

2024-25
JCCS = 91%
Black: 90%
Multilingual learner: 90%
Long Term Multilingual learner: 91%
Foster Youth: 89%
Latinx: 90%
Low Income: 91%
Students with Disabilities: 91%
Unhoused: 87%

Community = 89%
Court =100%
Monarch = 85%
San Pasqual Academy = 88%

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 elementary and 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 to work to meet their needs and exceed.

Chronic Absenteeism
2024-2025

JCCS K-8: 60.8%
Black: 62.5%
Multilingual learner: 67.7%
Long Term Multilingual learner: 57.9%
Foster Youth: 20%
Latinx: 59.4%
Low Income: 60.6%
Students with Disabilities: 57.5%
Unhoused: 69.0%

JCCS 9-12: 25.9%
Black: 25.9%
Multilingual learner: 25.9%
Long Term Multilingual learner: 25.5%
Foster Youth:35.4%
Latinx: 27.1%
Low Income: 25.7%
Students with Disabilities: 27.0%
Unhoused: 32.7%

Monarch K-8:
71.5%
Monarch 9-12: 51.6%
Community K-8: 50%
Community 9-12: 35.8%
Court K-8: 0%
Court 9-12: 0%
San Pasqual Academy 9-12: 43.2%

Finally, our work in alternatives to suspension appear 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 the greater need at San Pasqual Academy, which is where they were focused heavily.

2024-2025
JCCS: 2.7%
Black: 4.3%
Multilingual learner (EL): 2.7%
Long Term Multilingual learner (LTEL) 3.4%
Foster Youth: 11.1%
Latinx: 2.6%
Low Income: 2.8%
Students with Disabilities: 4.1%
Two+races: 1.4%
Unhoused: 1.6%
White: 2.3%

Monarch: 1.6%
Community: 1.6%
Court: 3.0%
San Pasqual Academy: 21.3%

In pursuit of efficiency, effectiveness, and continuous improvement, we use data to refine our work and meet each student's needs. Below are a few of the topics along with their LCAP goals and actions that have been created/expanded based on our needs assessment from our educational partners (street data), our local data and assessments (map data) and our state dashboard (satellite data).

Students requested improved temperature control and lighting in classrooms and programs. Goal 1, Action 1

Families and students requested greater access to the portal; better training to effectively communicate with the faculty and staff. The California Community Schools Partnership Program Grant to support family technology training in digital platforms needed for work/medical/services. In addition, wellness centers with tangible resources (pamphlets) supporting basic needs; as well as expanding digital literacy (Microsoft suite and PC Computers). Goal 2, Action 4

Ongoing requests to strengthen MTSS structures supporting academics, behavior, and social-emotional health. Includes providing hygiene items and clothing for career readiness and students experiencing low income — meeting student needs efficiently and in the least amount of time.
Goal 1, Action 1, Goal 2, Action 1, Goal 2, Action 4, Goal 3, Action 2

Educational partners emphasized the need for a transformational school culture that prioritizes safety, connectedness/belonging, and reducing out-of-class time. Restorative practices, PBIS, rewards, and student gathering opportunities (including electronics and gaming) support SEL and reinforce policies that help students reach their goals. In addition, the use of mental health professionals to support restorative environments. Goal 2, Action 1, Goal 2, Action 3

Parents, staff and students requested continued and expanded professional learning for Multilingual learner and Long-Term Multilingual through the ELD Culturally Sustaining Collaborative, focusing on language functions and High-Leverage Practices. Piloted with regional representatives and administrators; planned expansion to more teachers and support staff. Goal 1, Action 3

Students and families requested increased rigor, authentic assessment, and meaningful learning through Design/Take Action Jams, hands-on manipulatives, and visual and performing arts integrated into content areas. In addition, continued intervention/tutoring in reading as well as mathematics, especially hands-on and life applicable mathematics. Goal 1, Action 2

All educational partners requested and gave strong regional demands to continue and expand CTE offerings, internships, pre-apprenticeship opportunities and Industry Certifications.
Goal 3, Action 2, Goal 3, Action 5.2 (Court and Community)

Life skills and career readiness
Students and families requested life skills instruction, work readiness, career inventories, and guest speakers; in

addition, opportunities for employment, paid internships and apprenticeships. Addressed regionally and supported also by Equity Multiplier Funding. Goal 3, Action 3

Reading program and Multilingual learner outcomes (Monarch and San Pasqual Academy)
Feedback from Monarch and San Pasqual Academy identified a focused need to strengthen and modify the reading program, especially for primary elementary grades. Professional learning to improve outcomes for Multilingual learners and MTSS adherence will also support reduced chronic absenteeism. Goal 4 (Equity Multiplier)

Graduation rate, college and career readiness (Court and Community Schools)
Feedback around motivation, planning, and skills/certification attainment informed the Equity Multiplier Goal. Actions address graduation rate, College and Career Indicator improvement, ELA and Math achievement, and annual progress for multilingual learners. Goal 5 (Equity Multiplier)

Through the structures being put in place using the MTSS framework, the Division Equity Leadership Team, and the Curriculum & Instructional Coaches, 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 experiencing housing insecurity, those involved with the foster care system, English learners, and other at-promise 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.

Engaging parents, families, and students is a task we take seriously at SDCOE. We have five dedicated parent and family liaisons that lead this work in collaboration with certificated and classified staff to meet this goal. As an LCAP Team, we send invitations to each home in multiple languages along with calls, texts, and emails to our hosted nine regional LCAP Forums, which were held between January and February 2026 [13 in-person (of those 2 were hybrid), 1 virtual]. Our plan was to ensure we update all on the status of our LCAP goals/actions, progress on our Dashboard and local indicators as well as the monies spent to-date, ensuring proper spending patterns and transparency with our families. The rest of the time is dedicated to listening to how we best serve the students and families via our goals and actions as well as suggestions for improvement. We then provide surveys to all, parents/CASAs/students and ask them to share any further thoughts or ideas an any time.

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 to achieve the JCCS mission, identified needs, and strategic goals is developed and monitored through ongoing collaboration with educational partners. All work across JCCS is intentionally aligned to the San Diego County Office of Education (SDCOE) North Star and Strategic Priorities, which ground our collective efforts in reducing poverty and increasing belongingness through public education. These guiding principles ensure that resource allocation and program implementation remain equity-driven, coherent, and student-centered.

At the district level, alignment efforts are achieved through coordinated planning, data review, and stakeholder engagement processes. The District Parent Advisory Council (DPAC) and District English Learner Advisory Council (DELAC) are regularly engaged in reviewing progress, metrics, and outcomes related to LCFF and applicable federal grants, including Title I, Title II, Title III, and Title IV. Feedback from these educational partners informs how actions and services funded across programs are braided to address identified student needs while maintaining compliance with supplement-not-supplant requirements. Federal funds are strategically allocated to support key district priorities, including staffing such as instructional coaches, Student Support Specialists, counselors, Parent and Family Liaisons, and Visual and Performing Arts (VAPA) support positions, many of which are partially funded through braided funding sources to enhance services without supplanting core programs. Title II funds support professional development and

consultant services to strengthen instructional practice, while Title III funds support instructional coaching focused on English language development and supplies to administer ELPAC.
At the school level, similar collaborative processes occur through School Site Councils (SSCs) and English Learner Advisory Councils (ELACs). These groups engage in reviewing data, identifying needs, and shaping site-level actions and services. As a result of this intentional structure, the School Plans for Student Achievement (SPSAs)—including plans for Comprehensive Support and Improvement (CSI) funds—and the LCAP are tightly aligned and mutually reinforcing in advancing shared goals. Title I, Part A funds are allocated to sites to support locally identified priorities through SPSA development, including expanded access to VAPA, career technical education (CTE), supplemental instructional materials, and targeted reading and mathematics interventions. Title I, Part D funds further support services in court schools and other local delinquent and neglected institutions through certificated and classified staff providing direct student support.

Implementation and ongoing support for a Multi-Tiered System of Support (MTSS), including Positive Behavioral Interventions and Supports (PBIS), exemplify how state and federal resources are strategically aligned. LCFF funds support the design, planning, and implementation of Tier 1 universal academic, behavioral, and social-emotional supports that promote high-quality instruction and positive learning environments for all students. Federal funds provide additional capacity to strengthen Tier 2 targeted interventions for students identified as needing supplemental academic or social-emotional support, including students eligible for Title I services, multilingual learners, and students served through Title IV-funded positions such as instructional coaches and Student Support Specialists. Title IV funds also support time accounting and monitoring structures to ensure appropriate use of funds and alignment to program goals.

These funding streams support staffing and structures that foster collaboration and equity to coordinate with educational partners to champion a shared responsibility for improving student outcomes through transformational experiences. Title I, Part A also supports direct and indirect services for students experiencing homelessness, including those served at Monarch School, and ensures dedicated funding for parent and family involvement activities. Together, these aligned investments strengthen belongingness, address barriers associated with poverty, and ensure that federal funds enhance and accelerate the district's broader LCAP goals.

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 *(as applicable)*

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 *(as applicable)*

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 *(as applicable)*

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 *(as applicable)*

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 *(as applicable)*

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) – *Not Applicable to Charters and Single School Districts.*

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.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (https://www.cde.ca.gov/pd/ee/peat.asp) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
    a. Number of low-income students
    b. Number of minority students
2. Does the LEA have an educator equity gap –
    a. If yes, must create a plan which must include root cause analysis of the disparity
    b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available here:

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THIS ESSA PROVISION IS ADDRESSED BELOW:

JCCS schools serve students with the highest needs, including predominantly low-income students and students of color across all sites. Educator equity data for 2024–25 indicates variation in credential status across programs. Monarch (19 FTE) reports 66.7% teachers with clear credentials and 33.4% out of field; San Diego County Community Schools (47 FTE) report 36.4% clear and 58.7% out of field; San Diego County Court Schools (26.5 FTE) report 36.6% clear and 52.1% out of field; and San Pasqual Academy (8 FTE) reports 72.9% clear and 14.6% out of field. Across JCCS, 31 teachers (4.9%) were identified as misassigned and 27 positions (4.2%) were vacant during 2024–25. However, as Juvenile Court and County Community schools, we operate under California Education Code §44865, which allows teachers holding valid CTC credentials to serve in non-traditional instructional settings outside specific subject authorizations with consent.

To address educator equity, SDCOE conducts annual staffing audits and engages educational partners through labor collaboration and site leadership. In 2025–26, all vacant positions were filled and no teacher vacancies currently exist. Recruitment, retention, and professional learning efforts prioritize experience in alternative and trauma-informed settings, while ongoing monitoring ensures that low-income and minority students are supported by qualified, effective educators in alignment with ESSA and state requirements.

On November 6, 2019, the SBE approved updated definitions for “ineffective” and “out-of-field” teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • **Provisional Internship Permits,** • **Short-Term Staff Permits** • **Variable Term Waivers** **Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record**
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • **Short-Term Waivers** • **Emergency English Learner or Bilingual Authorization Permits** **Local Assignment Options** (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

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

JCCS implements effective parent and family engagement through a comprehensive strategy. The district’s written parent and family engagement policy is jointly developed, reviewed, and approved annually with parents through School Site Councils (SSC), English Learner Advisory Committees (ELAC), the District English Learner Advisory Council (DELAC), and the District Parent Advisory Council (DPAC). The policy is distributed upon enrollment, reviewed at parent meetings, and made available on the district website. Parent feedback gathered through surveys, forums, empathy interviews, and advisory committees directly informs SPSA development and LCAP goals, actions, and services.

The LEA builds parent and family capacity by providing assistance to help families understand California academic standards, state and local assessments (including CAASPP), graduation requirements, and ways to monitor student progress and partner with educators. Parent training and workshops are offered in hybrid formats based on parent request. Information about school programs and activities is communicated through multiple platforms and provided in languages and formats families can understand, with translation, flexible scheduling, childcare, and virtual participation offered as feasible. These efforts ensure inclusive, meaningful parent and family engagement aligned with continuous improvement and student success.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

When schools are identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI), JCCS involves parents and family members in the joint development, implementation, and monitoring of improvement plans through established engagement structures. These include School Site Councils (SSC), English Learner Advisory Committees (ELAC), and district-level bodies such as the District Parent Advisory Council (DPAC) and District English Learner Advisory Council (DELAC). Parents participate in data review, needs assessments, goal setting, and action planning to ensure Comprehensive or Targeted Support plans are responsive to student needs and aligned with School Plans for Student Achievement (SPSAs) and LCAP goals.

Parent and family input is also gathered through broader LCAP engagement processes that inform school improvement planning. During the most recent LCAP cycle, survey feedback included responses from 1 parent, 6 community partners, 67 JCCS faculty, staff, or administrators, and 294 students. This feedback, along with input from community forums, advisory committees, and site-level discussions, is used to guide improvement strategies, resource allocation, and progress monitoring. These engagement practices ensure that parents and families have meaningful opportunities to contribute to and influence school improvement efforts in alignment with ESSA requirements.

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.

JCCS court schools provide a comprehensive educational program designed to meet the academic, behavioral, social-emotional, and transition needs of students served in juvenile detention facilities. These programs support students who are probation-involved, at-promise, English learners, students with disabilities, foster youth, and students who may have experienced interrupted schooling or other barriers to educational success.

Instruction in the court schools includes standards-aligned academic programming in English Language Arts, mathematics, English language development, and other core subject areas. Students also have access to credit recovery opportunities to help them remain on track for graduation or make progress toward diploma completion. Instruction is designed to be rigorous, relevant, and responsive to individual student needs, with an emphasis on helping students build academic skills and prepare for successful transitions.

Court school staff use a Multi-Tiered System of Support framework to identify student needs and provide appropriate academic, behavioral, and social-emotional interventions. Teachers, school leaders, counselors, paraprofessionals, and specialized instructional support personnel review available academic data, assessment results, attendance information, credit status, behavior needs, and student support plans to determine appropriate services. Supports may include targeted academic intervention, progress monitoring, restorative practices, Positive Behavioral Interventions and Supports, and trauma-informed strategies that promote student engagement and school connectedness.

Students with disabilities and students with 504 plans receive services, supports, and accommodations in accordance with their individual plans. General education teachers, special education staff, administrators, and related service providers collaborate to ensure that students have access to appropriate instruction and services while enrolled in the court school setting.

JCCS court schools also provide specialized support for probation-involved youth and foster youth through ongoing coordination with Probation, Child Welfare, the courts, families, education rights holders, and community partners. This collaboration helps support prompt enrollment, appropriate placement, access to records, course credit completion, and continuity of services. School staff work closely with partner agencies to address barriers that may impact attendance, engagement, behavior, academic progress, or successful reentry.

Transition planning is a central part of the court school program. Students receive support as they prepare to return to their district of residence, transition to another educational placement, or pursue postsecondary pathways. Transition services may include counseling, academic planning, credit review, enrollment support, and coordination with receiving schools or community-based programs. For longer-term students, staff may also support planning for employment, college, career pathways, and postgraduate opportunities.

In addition, court schools provide counseling, social-emotional, and behavioral supports to help students engage successfully in school while in a secure setting. These supports are delivered by school counselors, teachers, administrators, specialized instructional support personnel, and community partners. Services are designed to promote student well-being, strengthen positive relationships, and support a safe, structured, culturally responsive, and trauma-informed learning environment.

Through coordinated academic instruction, targeted intervention, transition planning, and interagency collaboration, JCCS court schools work to ensure that students in juvenile detention facilities receive the educational services and supports necessary to make academic progress, remain connected to school, and prepare for successful reentry into their communities.

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:

Teachers and school leaders in JCCS schools use a collaborative, data-driven approach to identify students who most need targeted assistance. Each region has an MTSS Team responsible for reviewing disaggregated academic, behavioral, attendance, and social-emotional data and responding to student needs in a timely manner. This year, we have also added a new Synergy Analytics dashboard, which allows staff to view and analyze disaggregated data for key student groups, including at-promise students, English learners, foster youth, and justice-involved students. Regional MTSS teams work in partnership with school administrators, counselors, paraprofessionals, and specialized instructional support personnel to determine appropriate interventions and supports.

JCCS works closely with the SDCOE Data and Assessment team to review disaggregated dashboard and assessment data to inform planning and next steps. Diagnostic assessments in reading and mathematics, attendance data, behavior data, and progress toward IEP and Section 504 goals (as applicable) inform instructional and intervention decisions. The Curriculum, Instruction, and Assessment (CI&A) team supports administrators and regional teams during professional learning communities (PLCs) to review local assessment data, align instruction to student needs, and adjust supports as needed.

District-level and regional PBIS teams provide ongoing professional development to support trauma-informed practices, restorative approaches, and consistent implementation of PBIS across sites. The District Equity Leadership Team (DELT) and Regional Equity Leadership Teams (RELTs) analyze disaggregated data to ensure equitable identification of students for targeted assistance and to refine support for student groups with the greatest needs. Practices are monitored and adjusted regularly to ensure targeted assistance services are responsive, timely, and aligned with continuous improvement efforts across 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 has enhanced enrollment guidelines and procedures to ensure timely identification and support of students experiencing homelessness. These efforts are coordinated with services provided under the McKinney-Vento Homeless Assistance Act to remove barriers to enrollment, attendance, and academic success. JCCS partners with outside

agencies and community-based organizations to provide targeted supports, including counseling services, social work interns, enrichment and tutoring programs, and additional mental health and wellness resources. Students experiencing homelessness have access to all JCCS programs, including community schools, court schools, and Monarch School, which is specifically designed to serve K–12 students transitioning from homelessness. At Monarch, services are provided in partnership and collaboration with the Monarch School Project and include case management, clothing, meals, transportation, academic support, and connections to county and community resources for students and families.

School site staff review and analyze monthly attendance data. The District Equity Leadership Team (DELT) reviews districtwide attendance averages each month to identify trends and equity-focused supports. Attendance Technicians and Student Support Specialists have been trained to understand and follow state and federal laws related to enrolling students experiencing homelessness, with an emphasis on removing barriers and ensuring speedy, compassionate enrollment. Enrollment staff work with efficiency and care to support students and families, and JCCS collaborates closely with the County Office of Education homeless liaison to coordinate services and assist students transitioning from homelessness.
JCCS has provided professional learning in Trauma-Sensitive Schools and Trauma-Informed Practices to all staff to foster universal awareness, consistent practices, and shared responsibility for supporting students impacted by homelessness. Training in Positive Behavioral Interventions and Supports (PBIS) has been provided systemwide to strengthen school culture and increase student engagement. The Multi-Tiered System of Support (MTSS) framework is implemented across JCCS sites to ensure coordinated academic, behavioral, and social-emotional supports. MTSS systems allow staff to document student needs, interventions, and outcomes, enabling continuous monitoring and adjustment of supports to promote attendance and academic progress.

JCCS also prioritizes family engagement for students and families transitioning from homelessness. Parent counseling services, support from parent and family liaisons, and partnerships with community organizations are provided to connect families to needed resources. Parent activities and learning opportunities include translation services, transportation, childcare, and meals to reduce participation barriers. These coordinated services ensure that students experiencing homelessness are supported academically, socially, and emotionally, and that families are engaged as partners in their children's educational success.

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.

Not applicable

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) through coordination with institutions of higher education, employers, and other local partners; and
(B) through 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:

JCCS implements coordinated strategies to support effective transitions for students from middle grades to high school and from high school to postsecondary education. The School and Family Engagement (SAFE) team—which includes counselors, social workers, social work interns, parent and family liaisons, and transition technicians—meets regularly with site and district leadership to monitor student transitions, counseling services, and overall student supports. The SAFE team works collaboratively to support individualized transition planning, monitor student progress toward graduation, and ensure students are connected to appropriate academic, social-emotional, and postsecondary planning supports.

JCCS allocates funds for student Transition Technicians, who play a critical role in supporting students during key transition points. Transition Technicians assist students with the completion of district expulsion rehabilitation plans and support re-enrollment and transition appointments with districts of residence, often advocating directly with district personnel on behalf of students and families. Transition Technicians also support students with concurrent enrollment goals, coordinate college visits and campus exposure opportunities, and assist with completion of financial aid and postsecondary application requirements. This work is conducted in close collaboration with the SAFE team, school counselors, social workers, registrars, and support staff to ensure continuity of services.

To strengthen postsecondary and career readiness, JCCS partners with external organizations and county agencies. JCCS has contracted with the National College Resources Foundation (NCRF) – The Movement Enrichment Program to provide targeted support for academic development, college-going behaviors, and postsecondary preparation. School counselors and Transition Technicians work together to support students with college and career planning, financial aid applications, scholarship support, and career exploration activities. JCCS also maintains partnerships with community colleges to expand access to Career Technical Education (CTE) courses, work-based learning experiences, and concurrent enrollment opportunities aligned to student interests and workforce needs.

JCCS collaborates with county agencies, including Probation, SDCOE, and the Mobile Adolescent Services Team (MAST), to support students transitioning into and out of juvenile detention facilities and county-run programs. A countywide transition policy and an expulsion transition plan—approved by all San Diego County school districts—provide clear protocols to ensure seamless educational transitions. Through these coordinated efforts, JCCS supports students' successful progression from secondary education to postsecondary pathways, employment, and long-term success.

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 uses the student intake process to conduct individualized reviews that inform goal setting and the development of Personalized Learning Plans (PLPs). Student interest surveys, credit history, prior academic records, and identified strengths are used to support schools in identifying students who have been previously served as gifted and talented, as well as those requiring additional academic support in literacy and mathematics. Teachers align instruction and materials to student interests and strengths to provide appropriate challenge, enrichment, and acceleration as applicable.

Because JCCS operates multiple small sites across San Diego County, centralized libraries are not feasible; instead, the program prioritizes culturally relevant, classroom-based libraries supported by School Site Council decisions and community partnerships. Funds have been strategically invested in literacy resources and targeted reading interventions, including REWARDS, a research-based program that supports multisyllabic decoding, reading comprehension, and vocabulary development. JCCS also supports digital literacy and flexible credit completion through Subject.com and a one-to-one learning environment using Chromebooks, ensuring all students have access to technology that supports academic achievement and continued progress.

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) supports the education, integration, and successful transition of students impacted by educational challenges associated with being at-promise, expelled, incarcerated, in foster care, experiencing homelessness, and/or identified as English learners. Title I, Part D funds support a comprehensive instructional program that prepares students for college, career, and long-term success by emphasizing positive school culture, effective de-escalation strategies, and strong staff-student relationships. All content areas follow the JCCS scope and sequence aligned to California State Standards and integrated English Language Development (ELD), with all sites providing designated instructional time within the master schedule to ensure consistent Designated ELD for English learners. Ongoing professional development and instructional coaching support high-quality instruction and improved student outcomes.

JCCS implements a Multi-Tiered System of Support (MTSS) to address students' academic, behavioral, and social-emotional needs through coordinated universal, targeted, and intensive interventions. MTSS aligns with comprehensive school counseling services and integrates mental health supports, substance abuse counseling, and community partnerships. District and Regional Equity Leadership Teams analyze disaggregated data to identify student needs and guide instructional and intervention strategies, with a focus on students who are credit deficient, low-achieving, English learners, students with disabilities, and other at-promise populations. Through these aligned supports, Title I, Part D funds are used to strengthen instructional capacity, improve equity, and support successful student transitions.

Formal Agreements
ESSA SECTION 1423(2)

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:

Juvenile Court and Community Schools (JCCS), operated by the San Diego County Office of Education (SDCOE), maintains formal agreements with correctional facilities, alternative education programs, and county agencies serving children and youth involved with the juvenile justice system. JCCS works closely with San Diego County Probation, law enforcement, county health and human services, and juvenile court partners to coordinate educational services for students in juvenile detention facilities and alternative placements. Ongoing communication occurs through regularly scheduled meetings with Probation, juvenile justice partners, dependency and delinquency court judges, and advisory bodies to ensure alignment of services and support for students and families.

Formal agreements include countywide transition protocols and Title 15 agreements with Probation, under which SDCOE serves as the sole educational provider for students placed by the juvenile court at the Youth Transition Center, and East Mesa Juvenile Hall. In addition, memoranda of understanding are in place with all 42 San Diego County school districts to provide educational services to expelled students. JCCS also maintains agreements with community partners and alternative programs, including Monarch School Project, Rites of Passage at San Pasqual Academy, ACCESS, and Workforce Innovation and Opportunity Act (WIOA) partners, to deliver coordinated educational, transition, and support services. These formal agreements ensure continuity of instruction, compliance with legal requirements, and collaborative support for justice-involved youth.

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:

San Diego County Office of Education (SDCOE) and Juvenile Court and Community Schools (JCCS) operate as a Local Educational Agency (LEA) and follow all applicable local, state, and federal requirements. JCCS programs are accredited by the Western Association of Schools and Colleges (WASC) and are aligned to California State Standards, CDE-mandated assessments, accountability measures, and funding requirements. All programs operate in compliance with federal mandates for Title I schoolwide programs. JCCS is closely overseen by the SDCOE County Board of Education and Superintendent, with regular reporting on student academic progress, LCAP goals and actions, local indicator results, and other accountability measures.

To ensure educational programs are comparable to those offered in local districts, JCCS coordinates closely with juvenile detention facilities and Probation to implement consistent instructional practices and student supports. The district has established systemwide expectations grounded in Trauma-Sensitive Schools practices, Restorative Practices, and Positive Behavioral Interventions and Supports (PBIS) to create safe, supportive, and academically rigorous learning environments.

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:

JCCS facilitates successful transitions for students returning from correctional facilities through individualized transition planning developed at enrollment and updated as needed in collaboration with students, families, Probation, and other partners. Multidisciplinary Team (MDT) meetings support educational continuity, reentry readiness, and post-incarceration success. Student transition technicians provide targeted follow-up, including 90-day check-ins, to monitor progress and ensure sustained engagement. Restorative practices are embedded through ongoing trainings and implementation to support positive behavior, relationship-building, and school connectedness.

In addition, JCCS collaborates with juvenile court judges, court officers, school districts, and Health and Human Services to coordinate services and supports. Daily enrollment and exit reporting ensures timely communication with partner districts to facilitate smooth re-enrollment upon release. These coordinated efforts provide at-risk youth with access to academic, behavioral, and social-emotional supports that promote stability, successful reintegration, and continued progress toward graduation.

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:

Students returning from correctional facilities and other at-risk youth served by Juvenile Court and Community Schools (JCCS) present with significant and complex educational needs. Many have experienced interrupted schooling and face multiple, overlapping barriers including academic deficits and credit deficiencies, learning disabilities, substance abuse issues, mental health needs, trauma and adverse childhood experiences, justice-system involvement, housing instability, and foster care placement. A substantial portion of the student population receives special education services and requires accommodations, modifications, and specialized instruction. These challenges often occur simultaneously, requiring a comprehensive and integrated approach to instruction, intervention, and support.

To meet these needs, JCCS coordinates existing educational programs through a multi-agency, multi-tiered system of supports (MTSS) that provides academic, behavioral, and social-emotional interventions at universal, targeted, and intensive levels. An extensive Child Find process occurs upon student entry, including orientation meetings with special education staff, immediate records requests, timely review of IEPs through the Special Education Information System, interim IEP documentation, and progress reviews to ensure provision of a Free Appropriate Public Education. Students with identified needs receive Educationally Related Mental Health Services and other supports as required. Instructional services are delivered through integrated general and special education models, supported by trauma-informed practices, Positive Behavioral Interventions and Supports, restorative practices, and school-based counseling. Partnerships with mental health providers, probation, community agencies, and families ensure coordinated wraparound services, while career technical education, transition planning, and reentry supports promote continuity of learning and long-term success for students returning from correctional facilities and other alternative settings.

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:

JCCS coordinates with social, health, and community partners through ongoing multidisciplinary team meetings to support students returning from correctional facilities and other at-risk youth. These efforts include referrals to mental health services such as the Mobile Adolescent Services Team, collaboration with health and human services, and coordination with probation to address school placement and student and family needs. Schools also provide access to pregnant and parenting resources, including medical care, nutrition services, and parenting classes, as well as special education transition supports. Staff—including school counselors, student transition technicians, parent and family liaisons, and social work interns—actively connect students and families to community-based services through established referral processes.

In addition, JCCS strengthens coordination through participation in community collaboratives and bi-monthly Student and Family Engagement (SAFE) team meetings, where staff share resources and address emerging student and family needs. Targeted supports include specialized programming for pregnant and parenting students and the development of gender-responsive programs at select sites. These coordinated efforts, along with flexible planning and individualized supports, ensure that students are connected to critical services and resources that promote successful reentry, well-being, and continued engagement in school.

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 court schools participate in work readiness and CTE programming such as: CTE graphic arts and production; CTE culinary arts; CTE horticulture; and CTE building and construction. All CTE programs partner with a number of local companies and unions to align our CTE offerings with industry standards.

Our culinary arts students earn their (ServSafe) Food Handlers certification. Additionally we have developed a state registered pre-apprenticeship in culinary arts with priority placement in the Kitchens for Good apprenticeship program.

CTE building and construction students earn their Occupational Safety and Health Administration (OSHA 10) certification.

Driver Education opportunities are provided to support students with obtaining their learner's permit.

Work readiness courses provide students with the skills necessary to obtain employment. Community-based organizations, businesses, and colleges are invited to meet with youth through resource events to support strategic planning for the future. Partners include the San Diego Workforce Partnership, SBCS (formerly South Bay Community Services), Department of Rehabilitation, community colleges and certificate programs, San Diego Master Gardners, Sport Training Academic Recreation Police Athletic League (STAR/PAL), Catalyst 4 Change, and the San Diego Fire Department among others.

In partnership with colleges across the county, early college credit opportunities are provided for high school students along with access to courses for students who have graduated from high school. We launched our first in-person college course this spring with a professor from Palomar College, with plans to expand. The Movement tutor program provides additional extended programming to support students participating in college courses.

Arts partners, Outside the Lens, teaches photography and offers opportunities for paid internships, while David's Harp provides mentorship, music and film development with options for students to continue learning and earning upon release.

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Parent and Family Involvement

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

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 offerings, supports, and multiple options for input on needs are provided to parents. Learning opportunities include but are not limited to: truancy training and supports, academic success and transitioning, Social Emotion Learning, Restorative Practices, communication with your child, human trafficking, financial aid and post-secondary readiness, community resource events, and participation in college/certificate program tours.

Open houses, student-led conferences, exhibitions of student learning, and career technical education interactive workshops, and art making activities support the connections between school and families.

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 Farm to School, Golden State Pathways Program (GSPP), Career Technical Education Incentive Grant (CTEIG), and multiple rounds of the K12 Strong Workforce Program to support CTE programming across all school programs. JCCS leverages these funding sources with those received through the state to ensure that at promise and justice involved youth have the support needed to engage in the workforce.

Leadership development and life skills through intensive restorative councils facilitated by Catalyst for Change both in the Court Schools and in the community.

JCCS has a long-standing collaboration with San Diego Workforce Partnership (SDWP), our local Workforce Investment Board, and with their funded partners to provide mentoring, work readiness and paid internship placements supporting students transitioning into the community.. Students across the County have been registered in SDWP programs called

Connect 2 Careers, a summer jobs program. Students with disabilities are connected to the California Department of Rehabilitation for supportive services and employment placement.

An arts program, Outside the Lens, teaches photography and offers opportunities for paid internships at YTC. David's Harp provides mentorship, music and film development with options for students to continue learning and earning upon release.

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 enrollment process is completed, the counselor, transition technician, 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

Partner districts are provided daily enrollment and release reports to facilitate rapid enrollment for students returning to their home school

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:

Participating schools ensure that correctional facilities and all educational partners working with children and youth are fully aware of each student's existing Individualized Education Program (IEP) through systematic identification processes, immediate records access, and ongoing multidisciplinary collaboration.

Identification and Immediate Access to IEP Information

The LEA maintains a robust intake and Child Find process to ensure timely awareness of students' special education status:

- Upon entry, a special education staff member meets with each student to provide orientation and facilitate self-identification of prior IEP services
- Immediate records requests are initiated with prior districts to obtain educational and special education documentation
- Use of the Special Education Information System (SEIS) allows near real-time access to IEPs, assessment reports, and service histories across most districts
- Special education administrators review records promptly to ensure continuity of services and compliance with FAPE requirements

IEP Implementation and Review in Correctional Settings

To ensure correctional facility staff and educators understand and implement IEPs with fidelity:

- An interim placement IEP review is conducted upon enrollment to confirm services for the first 30 days
- Student IEP is shared with all staff upon enrollment.
- A 30-day IEP meeting is held to review student strengths, needs, goals, accommodations, and appropriate placement, and to determine if revisions, annual, or triennial assessments are required
- IEP teams include parents, student, general education teachers, district of residence special education liaison, special education staff, psychologists, mental health providers, and facility partners, ensuring shared understanding of student needs
- Educationally Related Mental Health Services (ERMHS) and other supports are implemented as specified in the IEP

Ongoing Communication and Collaboration

The LEA ensures continuous awareness of IEP requirements through structured collaboration:

- Regular multidisciplinary team meetings (including educators, probation staff, and service providers) to review student progress and align supports
- Implementation of MTSS and PBIS frameworks, ensuring that IEP goals and behavioral supports are integrated into daily instruction and facility-wide systems
- Use of data systems (e.g., daily point sheets, behavioral tracking, and progress monitoring tools) to inform staff of student needs and intervention effectiveness
- Ongoing professional development and cross-training for staff to build capacity in supporting students with disabilities in correctional environments
- Transition and Interagency Coordination

To ensure continuity of IEP awareness and services during transitions:

- The District of Residence (DOR) is notified immediately when a student with a disability enters or exits a program
- When possible, transition IEP meetings are convened prior to release to coordinate placement, services, and supports
- JCCS maintains designated district liaisons for each district to facilitate communication, share records, and support participation in IEP meetings
- Transition planning includes coordination with probation, community agencies, and receiving schools to ensure seamless service delivery

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 and include, as appropriate, the student, parent or guardian, school counselors, transition technicians, special education representatives, district of residence representatives, social work interns, and Probation officers.

During these meetings, educational options are reviewed and aligned to the student's academic progress, social-emotional needs, credit status, and postsecondary goals. Individualized supports and services are identified to promote successful placement and continuity of instruction, ensuring students have meaningful opportunities to continue their education in alternative settings that best meet their needs.

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:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

JCCS maintains a comprehensive system of professional growth and improvement aligned with SDCOE expectations to support teachers, principals, and other school leaders across all stages of their careers. New staff participate in onboarding aligned with SDCOE, with site-based support from administrators and instructional coaches; new teachers receive individualized coaching. Principals receive ongoing coaching through JCCS leadership, Human Resources, and Learning and Leadership Services. Professional learning is delivered through a coherent system that includes whole-group training, site-based Professional Learning Communities (PLCs), instructional coaching, and administrator feedback. JCCS maintains a clear instructional focus supported by a defined scope and sequence that incorporates integrated ELD, with ongoing updates and professional development provided by the Curriculum, Instruction, and Assessment (CI&A) team.

Professional learning related to Synergy has been implemented in phases, including foundational training (2021–24), a pilot with targeted coaching (2024–25), and full implementation in 2025–26. As a result, the Synergy parent and student portals are now active and in use, providing access to attendance, schedules, grades, and school information. Teachers are actively using the Synergy gradebook, supporting timely and consistent communication of student progress with students and families. In addition, online registration has been launched and is now utilized across sites, streamlining enrollment processes and reducing barriers for families. To support access and build digital capacity, the district has used California Community Schools Partnership Program Grant funds to purchase computers and mobile carts for school sites and Community School hubs. These resources support ongoing staff professional learning as well as parent and family training, allowing for hands-on use of the portals and online registration system. Staff continue to receive training and implementation support to strengthen communication with parents, students, and educational partners and to ensure equitable access to information and services.
JCCS promotes continuous improvement through alignment of professional learning with its instructional focus, scope and sequence, district-adopted curriculum, and cross-content strategies. Professional learning priorities include strengthening instructional practices, building coherence across initiatives such as MTSS, PBIS, SEL, and intervention supports, and improving outcomes for English learners and other student groups. Growth and effectiveness are measured through analysis of student outcomes, including attendance, behavior, and academic performance data, as well as feedback from instructional coaching, classroom observations, and PLC collaboration.

The LEA evaluates its professional growth system through ongoing data review and feedback from teachers, administrators, classified staff, students, families, and community partners. Input gathered through PLCs, leadership meetings, and LCAP engagement informs adjustments to professional learning and support structures. These processes occur regularly and ensure that systems are continuously refined to support effective instruction, leadership development, and improved student outcomes across JCCS.

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).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

JCCS prioritizes Title II, Part A funding through a centralized planning process informed by meaningful consultation with educational partners, including the District Equity Leadership Team, LCAP process, staff, students, families, DPAC, and DELAC. Rather than allocating funds directly to individual schools, the LEA develops an expenditure plan based on survey data, California School Dashboard indicators, and local data analysis. School leadership teams contribute by reviewing data and making recommendations, in consultation with SDCOE's Learning and Leadership Services, to ensure funding decisions align with identified needs.

Funding is prioritized to support schools implementing comprehensive and targeted improvement efforts by focusing Title II, Part A resources on professional learning for teachers, principals, and school leaders. This includes support for instructional coaching, PBIS/MTSS implementation, and high-quality core curriculum professional development. Given the concentration of students served by San Diego County Court and Community Schools, resources are directed to address the needs of at-risk student populations and to strengthen instructional capacity across sites. This approach ensures that schools serving the highest percentages of eligible students receive targeted support through coordinated, systemwide investments in professional learning and school improvement.

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:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
    a. Teachers
    b. Principals and other school leaders
    c. Paraprofessionals (including organizations representing such individuals)

d. Specialized instructional support personnel
e. Charter school leaders (in a local educational agency that has charter schools)
f. Parents
g. Community partners
h. Organizations or partners with relevant and demonstrated expertise in programs and activities

6. Please explain how often the LEA meaningfully consults with these educational partners.

JCCS coordinates Title II, Part A activities with districtwide strategies, including MTSS, student services, and school climate initiatives, to ensure a cohesive system of support. The LEA uses multiple data sources—attendance, chronic absenteeism, suspension rates, and academic performance—to inform professional learning and instructional practices. Renaissance assessments are administered three times per year (beginning, mid, and end), with pre- and post-Professional Learning Community (PLC) meetings used to review data, support student goal setting, and adjust instruction. Assessment practice is embedded in the scope and sequence, and both integrated and designated ELD are included within all master schedules.
JCCS uses data and ongoing consultation to continually improve Title II, Part A–supported activities focused on student attendance and behavior. These efforts are coordinated with other district initiatives, including MTSS, student services, and school climate supports, to ensure a cohesive and responsive system. Attendance and behavior data are reviewed regularly through attendance committee meetings with attendance technicians and school social workers to identify trends, address barriers, and implement targeted interventions.

JCCS implements an automated attendance notification and letter-writing system to promptly inform families, and monthly reports identifying students at risk for chronic absenteeism are shared with teachers and administrators to support early intervention. School sites hold trainings and meetings with teachers, counselors, administrators, and classified staff to review site data and align improvement strategies, while monthly District Equity Leadership Team meetings focus on dashboard review, progress monitoring, and professional learning needs.

JCCS meaningfully consults with families through individual meetings when attendance concerns arise, resulting in tailored attendance improvement plans. For students in Independent Study who struggle with work completion, Evaluation of Continued Enrollment meetings help determine appropriate placement and support. Ongoing consultation also occurs with principals, teachers, paraprofessionals (including attendance staff), specialized instructional support personnel, parents, and community partners through standing meetings, family conferences, and school-based forums. These engagements occur bi-weekly, monthly, and as needed to ensure continuous feedback and improvement of Title II, Part A activities.

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.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

JCCS provides sustained, high-quality professional development aligned to Title III purposes to improve instruction and assessment for English learners. Professional learning is designed to strengthen educators' ability to implement integrated and designated ELD through a clearly defined instructional focus, scope and sequence, and cross-content strategies embedded across all subject areas. The Curriculum, Instruction, and Assessment (CI&A) team collaborates with SDCOE's Learning and Leadership Services (LLS) to facilitate the ELD Collaborative, where regional teams engage in ongoing cycles of learning, application, and reflection to build instructional capacity. Instructional leadership teams also partner with SDCOE data teams to analyze California Dashboard results and student subgroup performance, ensuring professional learning is responsive to identified needs and aligned with improving student outcomes.

Professional development is delivered through a coherent system that includes PLCs, ongoing instructional coaching, lesson study, co-teaching, and classroom-based support to ensure sufficient intensity and duration. Teachers engage in continuous cycles of planning, implementation, and reflection, supported by instructional coaches, including a focus on integrated and designated ELD practices. Additional supports, such as online learning platforms for ELD, further strengthen educator capacity to differentiate instruction and assess English learner progress. Ongoing training in restorative practices, MTSS, PBIS, and culturally responsive strategies complements Title III efforts by supporting equitable access to rigorous instruction and positive learning environments.

These professional learning opportunities are supplemental to core services and are specifically designed to improve educator knowledge and instructional practices for English learners, resulting in increased English language proficiency and academic achievement. Effectiveness is measured through multiple data sources, including ELPAC, CAASPP, and local assessments, as well as through instructional coaching feedback, classroom observations, and PLC collaboration. JCCS regularly reviews these data and engages educational partners to refine professional learning, ensuring continuous improvement and alignment with Title III goals.

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.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that 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.

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
    - are focused on English learners and consistent with the purposes of Title III;
    - enhance the core program; and
    - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

JCCS implements effective language instruction educational programs that support English learners in achieving English proficiency and meeting state academic standards. Students are assessed and placed using ELPAC (Initial and Summative), Renaissance assessments administered three times per year, Interim Assessment Blocks, and teacher-developed measures. Ongoing monitoring and reclassification processes involve teachers, administrators, and ELD support staff, with parent consultation included. English learner progress is reviewed regularly at both the site and central office levels and shared with educational partners, including ELAC, DELAC, and LCAP engagement structures, ensuring accountability and alignment with state goals.

Instructional programs include designated ELD in all master schedules and integrated ELD across content areas, supported by a defined instructional focus, scope and sequence, and cross-content strategies. The Curriculum, Instruction, and Assessment (CI&A) team provides targeted support, including instructional coaching focused on ELD and assessment practices. Professional development includes ongoing coaching and PLC collaboration using a “plan, practice, praise” model, pre- and post-assessment data analysis, and strategies to strengthen student oracy and language development. Teachers also use student goal-setting conferences to support progress monitoring and transparency.

Title III-funded activities are supplemental and enhance the core instructional program by providing additional professional learning and resources focused on English learners. Supports include online learning platforms such as Language Tree and continued coaching to strengthen integrated and designated ELD implementation. These coordinated programs and activities ensure English learners, including long-term English learners and newcomers, receive targeted support to build language proficiency and access rigorous, grade-level content, contributing to improved academic outcomes.

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:

(A) 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

(B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

JCCS ensures that schools support English learners in achieving English proficiency and meeting state academic standards through a comprehensive system of data monitoring, professional learning, and instructional support. Progress is monitored using multiple measures, including ELPAC (Initial and Summative), CAASPP (ELA, Math, and CAST), Renaissance assessments administered three times per year, Interim Assessment Blocks, and teacher-developed assessments. Site and central office staff regularly review data to monitor English learner progress and hold schools accountable for meeting English language acquisition and academic achievement goals. Progress is shared through leadership meetings and with educational partners, including DELAC, ELAC, DPAC, and LCAP forums, ensuring transparency and alignment with state goals.

Instructional supports are strengthened through ongoing professional development and targeted services that are supplemental to core instructional programs funded through other sources. Teachers engage in PLCs using a “plan, practice, praise” cycle to analyze assessment data, plan instruction, and refine strategies to support English learners. Student goal sheets are used to facilitate 1:1 conversations between students and teachers, promoting progress monitoring, ownership, and transparency. The Curriculum, Instruction, and Assessment (CI&A) team provides additional support, including an instructional coach focused on integrated and designated ELD, ensuring alignment with the instructional focus and scope and sequence across content areas.

Ongoing consultation with educational partners informs program improvement and funding decisions for Title III and related supports. Feedback from parents, staff, and community partners is gathered through ELAC, SSC, DELAC, and LCAP engagement processes and used to refine services and ensure responsiveness to student needs. English learners, including long-term English learners and students with exceptional needs, are closely monitored through these systems to ensure access to effective instructional supports and progress toward English proficiency and academic success.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

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.

NOTE: If the LEA received more than $30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
   a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

JCCS uses Title IV, Part A funds to support well-rounded educational opportunities, safe and healthy school environments, and the effective use of technology, based on a comprehensive needs assessment conducted through LCAP engagement. Input from educational partners—including students, families, staff, and community partners—was gathered through 13 in-person (including two hybrid) and one virtual regional forums, along with surveys and ongoing consultation. JCCS partners with community-based organizations and other arts partners to expand access to visual and performing arts, career technical education, and authentic learning experiences, including Design and Take Action Jams. These partnerships promote student engagement, voice, and career readiness while enhancing the core instructional program.

Title IV funds are allocated to support well-rounded education through CTE, arts integration, tutoring, and real-world learning; safe and healthy students through PBIS, restorative practices, mental health supports, and wellness resources; and the effective use of technology through staff training and digital literacy supports. Funds are braided with other funding sources to maximize impact and support key roles, including instructional coaches and student support specialists. Instructional coaches provide professional development, curriculum implementation support, co-planning, and coaching cycles to strengthen instructional practice. Student support specialists work with counselors and teachers to support personal learning plans, student pathways, CTE exploration, and student-led conferences, and participate in MTSS and SAFE team meetings to address student needs and well-being. They also support technology access, including Chromebook distribution, assessment support, and digital literacy for students and families.

Program objectives include increasing student engagement, strengthening school climate and belonging, improving academic outcomes (including literacy and multilingual learner progress), and expanding college and career readiness opportunities. Title IV-funded activities are supplemental to core services and designed to enhance equitable access to high-quality instruction and supports. Effectiveness is evaluated through ongoing analysis of local and state data, including attendance, behavior, academic performance, and survey feedback, with oversight from site leadership, the Division Equity Leadership Team, and central office staff. Continuous improvement structures ensure programs remain responsive to student needs and aligned with measurable outcomes and educational partner priorities.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least $30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

JCCS uses a comprehensive set of quantitative and qualitative data to identify needs and guide improvement for well-rounded education opportunities. Quantitative measures include CAASPP (ELA and Math), ELPAC for multilingual learners, and local assessments such as Renaissance Learning (administered every 90 days), SD Quick, Achieve 3000 for reading, and IXL for mathematics to monitor student progress and identify learning gaps. Additional indicators include State Dashboard measures, graduation rates, college and career readiness metrics, attendance, behavior, and overall academic performance trends. Qualitative data are gathered through student, family, staff, and community partner surveys, as well as input from 13 regional LCAP forums and ongoing engagement processes. This combination of “satellite,” “map,” and “street” data informs priorities such as increasing rigor, expanding access to visual and performing arts and CTE opportunities, and strengthening supports for literacy and multilingual learners to ensure a well-rounded educational program for all students.

What activities will be included within the support for a well-rounded education?

Title IV, Part A funds support a well-rounded education through expanded access to CTE pathways, internships, pre-apprenticeships, and industry certifications; arts integration and Design/Take Action Jams that promote authentic, cross-content learning; and hands-on instructional strategies aligned to real-world application. Additional activities include targeted academic interventions in reading and mathematics, particularly for early literacy and multilingual learners; professional learning through the ELD Culturally Sustaining Collaborative; and life skills development such as career exploration, work readiness, and guest speakers. Funds are braided with other sources to maximize impact and support key roles, including instructional coaches and student support specialists, who provide professional learning, curriculum and instructional support, personal learning planning, CTE pathway development, student-led conferences, and participation in MTSS and SAFE team meetings. Title IV resources also support supplemental materials such as manipulatives, arts supplies, and classroom libraries, ensuring equitable access to a broad course of study and meaningful learning experiences for all students, particularly at-promise populations.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Effectiveness of Title IV-funded activities is evaluated through ongoing monitoring of student outcomes, including academic performance (ELA and math), multilingual learner progress, graduation rates, and college and career readiness indicators, as well as attendance and engagement data. Survey feedback from students, families, staff, and community partners is regularly collected to assess program relevance, rigor, and impact. Implementation fidelity of MTSS, professional learning outcomes, and participation rates in CTE, arts, and intervention programs are also reviewed. Data is analyzed collaboratively by site leadership, instructional coaches, and central office teams to inform continuous improvement, ensuring that future program planning remains responsive to identified needs and aligned to LCAP goals and measurable student outcomes.

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

JCCS uses multiple data sources to identify needs related to safe and healthy students. Key indicators include results from the California Healthy Kids Survey (CHKS) and the annual LCAP Priority Survey, which gather input from students,

families, and staff on school climate, safety, and well-being. Additional data sources include attendance and chronic absenteeism rates, behavioral and suspension data, MTSS and SAFE team referrals, and information from threat assessment processes. These data points are reviewed regularly to identify trends, areas of need, and student groups requiring additional supports.

What activities will be included within the support for safety and health of students?

Title IV-funded activities support safe and healthy students through implementation of evidence-based and research-informed practices. JCCS implements Positive Behavioral Interventions and Supports (PBIS) to strengthen school climate, promote positive behavior, and prevent bullying, along with restorative practices to address conflict and support emotional regulation. Mental health supports are provided through partnerships with Mobile Adolescent Services Team (MAST) and Wellness Together, as well as student-led initiatives such as Bring Change 2 Mind (BC2M). Social workers provide psychoeducation using evidence-based practices, and site teams collaborate through MTSS and SAFE team meetings to develop coordinated supports for student well-being. Additional efforts include threat assessment protocols to ensure student safety and responsive intervention.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

JCCS evaluates the effectiveness of Title IV-funded activities through ongoing analysis of CHKS and LCAP survey results, attendance and behavior data, MTSS and SAFE team outcomes, and feedback from students, families, and staff. These indicators are used to assess improvements in school climate, student engagement, safety, and overall well-being. Data are reviewed regularly by site leadership and central office teams to monitor progress and inform adjustments to strategies and supports. Findings are used to guide future program planning, strengthen coordination of services, and ensure continuous improvement aligned with student and family needs.

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

JCCS used the following indicators to assess needs related to the effective use of technology in support of teaching, learning, and student engagement:

- LCAP stakeholder input related to instructional access, student engagement, and use of digital learning tools
- Staff feedback identifying training needs for effective instructional technology integration
- Classroom observation data and instructional monitoring focused on use of technology to support personalized instruction
- Technology usage data and support requests indicating areas requiring additional staff training or instructional support

These data indicate a need for continued professional learning to ensure technology is used intentionally to support instruction, engagement, and access for alternative education students.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

We will support the effective use of technology primarily through professional learning and instructional support, including:

- Professional development for teachers and instructional staff on effective integration of technology into curriculum, instruction, assessment, and intervention
- Coaching, technical assistance, and job-embedded support to strengthen instructional use of digital tools for personalized learning and credit recovery

- Training on the effective instructional use of learning management systems, student information systems, and approved educational software
- Support for digital literacy and responsible technology use for students in alternative education settings

These activities support equitable access to instruction for students in juvenile court, community school, and other alternative education programs.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

JCCS will evaluate the effectiveness of Title IV, Part A technology activities using multiple measures aligned to LCAP monitoring and continuous improvement processes, including:

- Pre- and post-professional development surveys measuring staff confidence and instructional use of technology
- Participation and completion data for professional learning, coaching, and support activities
- Instructional observation feedback related to technology integration
- Usage data from instructional platforms and digital tools

Evaluation results will be reviewed annually and used to inform future Title IV, Part A planning, including refinement of professional development offerings, instructional supports, and alignment with LCAP goals focused on student engagement, access, and instructional effectiveness.

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp.

Date of LEA's last conducted needs assessment:

February 2026

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: https://www.cde.ca.gov/sp/st/

California Department of Education
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