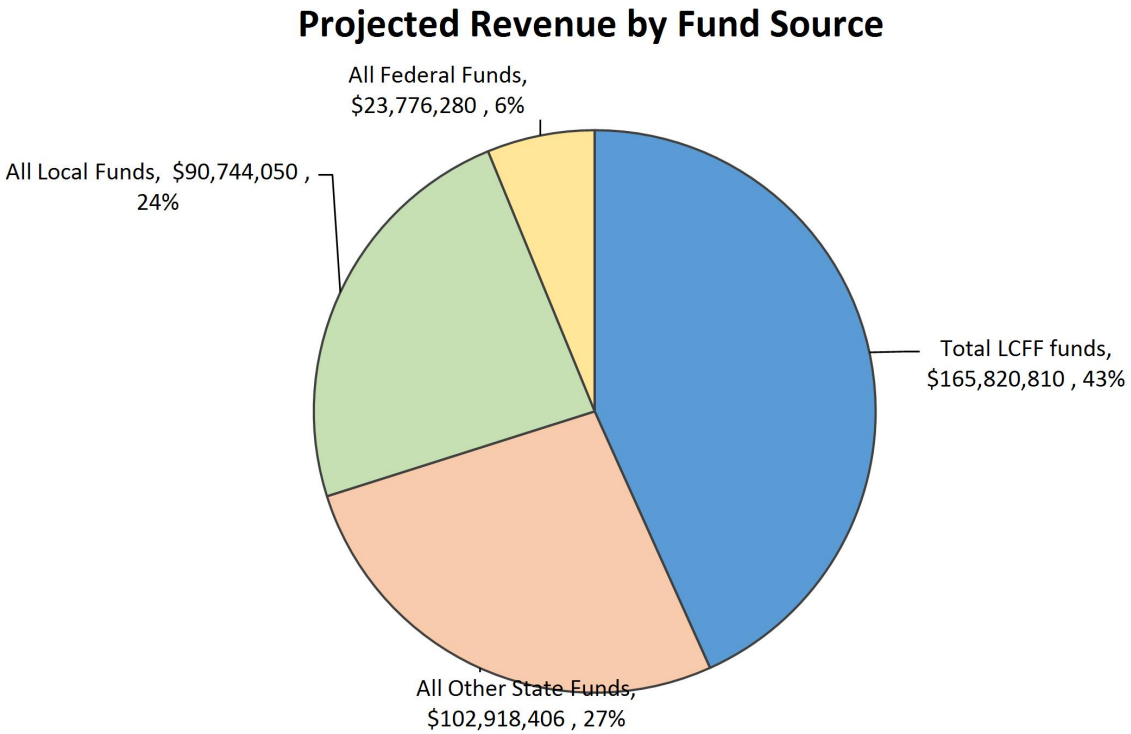
COE LCFF Budget Overview for Parents Template

County Office of Education (COE) Name: San Diego County Office of Education - JCCS
CDS Code: 37103710000000
School Year: 2026-27
COE contact information:
Leilah Kirkendoll, PhD
Director
lkirkendoll@sdcoe.net
858-290-5662

County Offices of Education (COEs) receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF provides funding for 1) COE oversight activities of its school districts and 2) COE instructional programs in the form of base level of funding for all students and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year



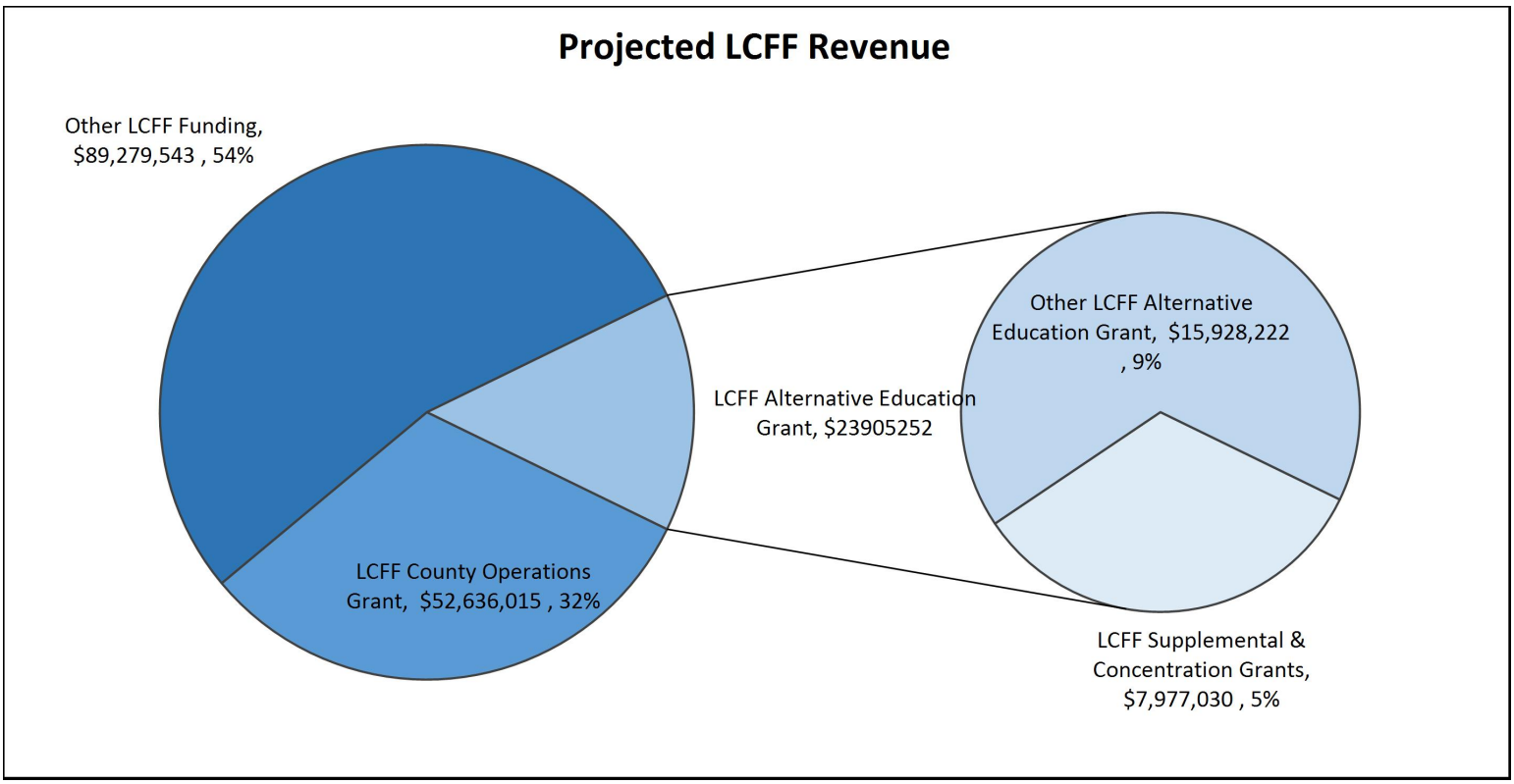
This chart shows the total general purpose revenue San Diego County Office of Education - JCCS expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Diego County Office of Education - JCCS is $383,259,546, of which $165,820,810 is Local Control Funding Formula (LCFF),

$102,918,406 is other state funds, $90,744,050 is local funds, and $23,776,280 is federal funds.

Of the $102,918,406 attributed to All Other State Funds, $2,823,300 are attributed to the Student Support and Enrichment Block Grant.

COE LCFF Budget Overview for Parents

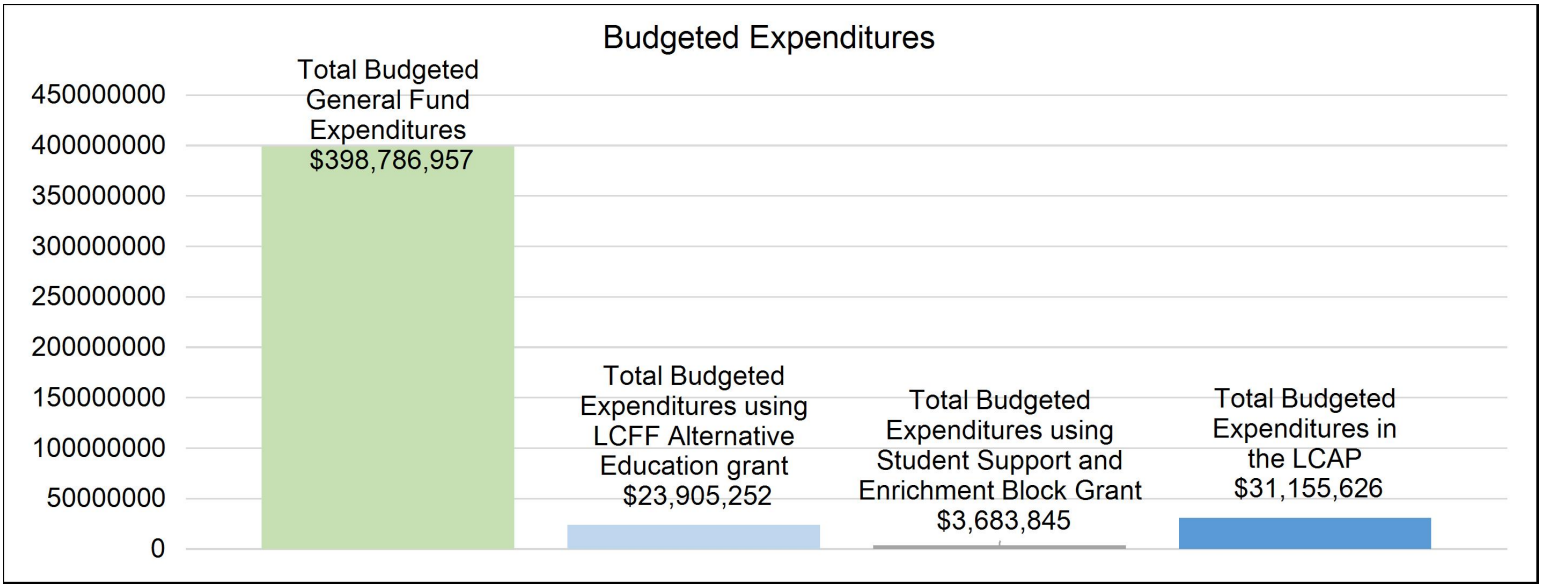


This chart shows the LCFF revenue San Diego County Office of Education - JCCS expects to receive in the coming year.

The text description for the above chart is as follows: The total LCFF revenue projected for San Diego County Office of Education - JCCS is $165,820,810, of which $52,636,015 is attributed to the LCFF County Operations Grant, $23,905,252 is the attributed to the LCFF Alternative Education Grant, and $89,279,543 is other LCFF funds. Of the $23,905,252 attributed to the LCFF Alternative Education Grant, $7,977,030 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

Other LCFF funds include the LCFF Floor/Hold Harmless Add-on and the Minimum State Aid (MSA) Guarantee, which are used to support LCAP plan goals and COE operations costs. Additional funding sources include Differentiated Assistance (DA) Aid, which supports COE assistance to districts through the DA program; Special Education program funds, which help cover program salaries and operational costs; and property tax revenues.

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

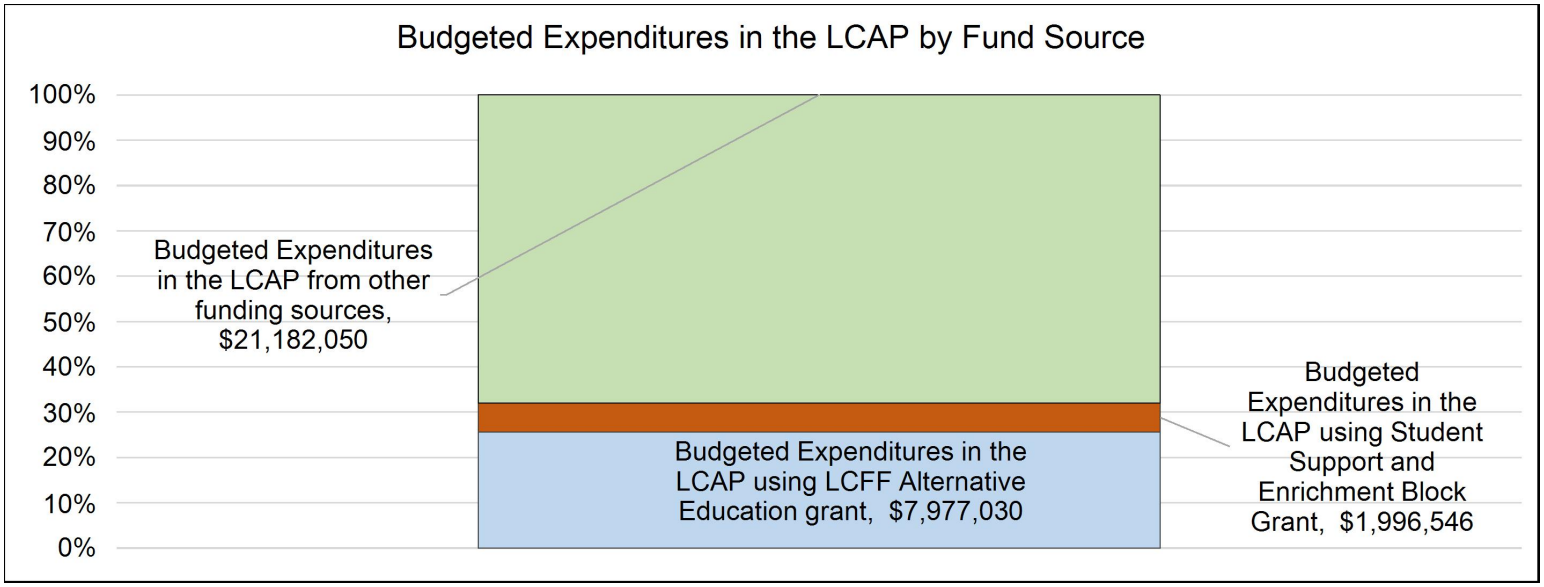


This chart provides a quick summary of how much San Diego County Office of Education - JCCS plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: San Diego County Office of Education - JCCS plans to spend $398,786,957 for the 2026-27 school year. Of that amount, $23,905,252 is attributed to the Alternative Education Grant and $3,683,845 is attributed to the Student Support and Enrichment Block Grant. $367,631,331 of the General Fund Budgeted Expenditures are not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The San Diego County Office of Education receives funds directly to support the 42 San Diego school districts in their services, i.e. human resources, payroll and Integrated Technology Services as well as JCCS and Special Education programs. The expenditures in the LCAP are limited to the JCCS and Special Education programs.

The total LCFF Alternative Education Program base and S/C grants revenue for FY 2026-27 is projected at $23,905,252, of which $7,977,030 in LCFF S/C funds is included in the LCAP.
LCFF funds directly included in LCAP goals and actions for increased or improved services to unduplicated pupils total $15,507,425, consisting of $7,977,030 in S/C grants and $7,530,395 from the LCFF hold-harmless COE revenue increase.
LCFF Base Grant funding, projected at $15,928,222, supports the core educational program for all students and is primarily allocated to the Alternative Education Program / Juvenile Court and Community Schools (JCCS). Base funds support staffing (teachers, principals, support staff, business services, and program directors) and essential O&M costs, including supplies, curriculum adoptions, facilities, and maintenance.
While LCFF Base funds are not included in increased or improved services to unduplicated pupils calculations for Minimum Proportionality Percentage (MPP) requirements, they are essential to delivering the foundational program upon which S/C-funded services are built.
The difference between the 2026-27 Student Support and Enrichment Block Grant projected revenue and the amount budgeted in the LCAP reflects the continuation of current-year spending levels for ongoing student support and enrichment initiatives included in LCAP. The 2026-27 budgeted amount is aligned with current-year expenditures to support program sustainability while allowing flexibility to respond to emerging student needs.
Student Support and Enrichment Block Grant funds not included in the 2026-27 LCAP will continue to support activities aligned with LCAP goals and actions, including supplemental instructional software and supplies; professional development in Social Emotional Learning (SEL), Multi-Tiered System of Supports (MTSS), Positive Behavioral Interventions and Supports (PBIS), and reading intervention; increased resources for educational partners; student engagement efforts; and enhancements to Career Technical Education (CTE) and Visual and Performing Arts (VAPA) extracurricular programs.
The use of remaining funds will be reflected in the LCAP Annual Update as expenditures occur to ensure transparency and continued alignment with student priorities, particularly for students with the greatest needs.



This chart provides a quick summary of how much San Diego County Office of Education - JCCS plans to spend for 2026-27 for planned actions and services in the LCAP.

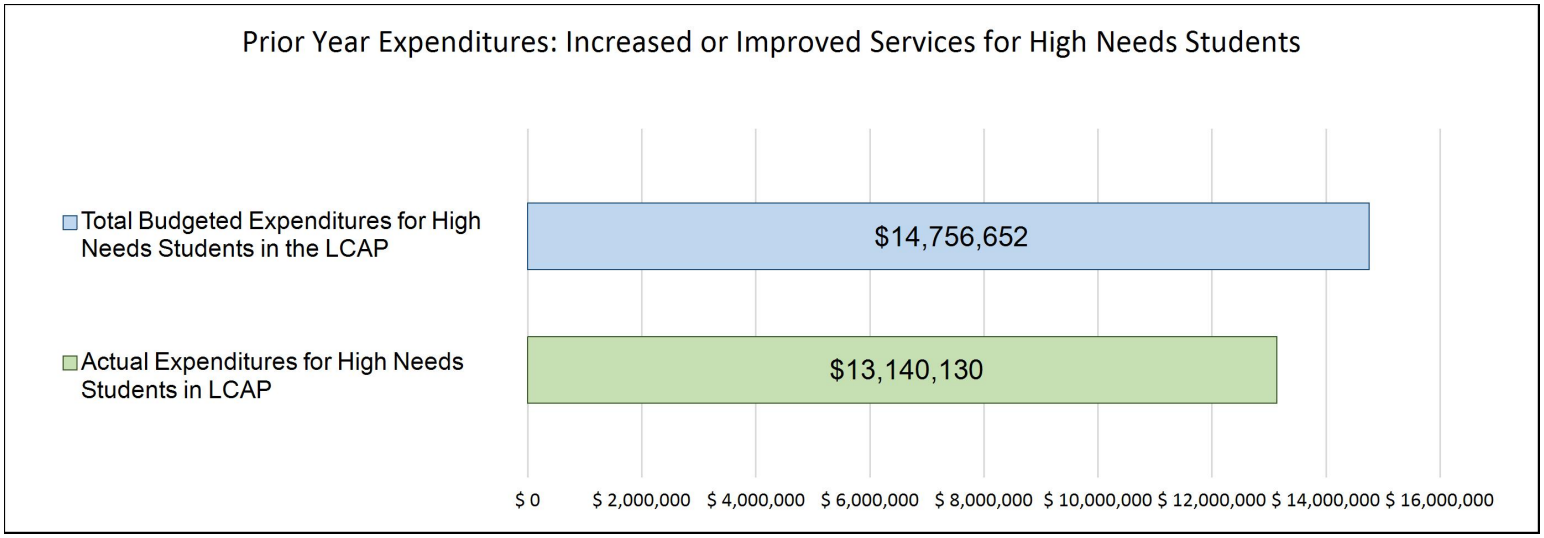
The text description of the above chart is as follows: San Diego County Office of Education - JCCS plans to spend $31,155,626 on actions/services in the LCAP. Of those funds, $7,977,030 is attributed to the Alternative Education Grant and $1,996,546 is attributed to the Student Support and Enrichment Block Grant.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, San Diego County Office of Education - JCCS is projecting it will receive 7,977,030 based on the enrollment of foster youth, English learner, and low-income students. San Diego County Office of Education - JCCS must describe how it intends to increase or improve services for high needs students in the LCAP. San Diego County Office of Education - JCCS plans to spend 15,507,425 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what San Diego County Office of Education - JCCS budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what San Diego County Office of Education - JCCS estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, San Diego County Office of Education - JCCS's LCAP budgeted 14,756,652 for planned actions to increase or improve services for high needs students. San Diego County Office of Education - JCCS actually spent 13,140,130 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of 1,616,522 had the following impact on San Diego County Office of Education - JCCS's ability to increase or improve services for high needs students:

The LEA does not identify a material impact on services provided to high needs students in the 2025–26 school year as a result of the difference between planned actions and actual expenditures. Planned actions and services were implemented as intended, and high needs students continued to receive increased or improved services aligned with LCAP goals and supported by LCFF Supplemental and Concentration grant funding.
The primary reason for the variance between budgeted and actual expenditures was a reduction in service needs resulting from current-year declines in student enrollment and average daily attendance (ADA). These changes required staffing and operational adjustments in 2025-26, including not filling or sustaining certain temporarily vacant supplemental certificated and classified support positions and reducing supply purchases to reflect adjusted service levels supported by LCFF Supplemental and Concentration grants.
While there is an estimated variance of approximately $1.6 million between budgeted and actual LCAP expenditures, the LEA's total estimated LCFF spending to increase or improve services for high needs students in 2025-26 was $13,140,130. This represents approximately 167 percent of the minimum required P-1 LCFF Supplemental and Concentration funding of $7,866,407, and the LEA continues to meet the Minimum Proportionality Percentage (MPP) requirement.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Diego County Office of Education - JCCS	Leilah Kirkendoll, PhD Director	lkirkendoll@sdcoe.net 858-290-5662

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

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.

Also, 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. While there are five goals, there are many actions. The nomenclature for these will be: Goal 2.5 means Goal 2 Action 5. Where there is no action stated, it will refer to the entire goal.

The Student Enrichment and Support Block Grant will be utilized to enhance student support and enrichment opportunities aligned to our LCAP plan goals and actions to ensure that our students are having access to more CTE Pathways, career inventories, internships, social and emotional development, and wellness spaces. This will be done through specific supports such as supplemental classroom software and supplies, training provided to teachers and other staff in areas such as social and emotional learning (SEL), Multi-Tiered System of Support (MTSS), positive behavioral interventions and supports (PBIS), reading intervention programs, increased resources for educational partners and student engagement, and other supports to enhance CTE and VAPA extra curriculum programs. In addition, our Learning Recovery Emergency Block Grant is being used to support reading and mathematic intervention and tutoring.

As we analyze the data, we realize that our students who are with us long-term appear to perform better than those who are newer to our program. We acknowledge that entry into our educational programs can be traumatic for our students, hence the reason we offer the community school, wrap around model. The data of our local assessments show a slight decrease and we believe it may have to do with our short term students as well as our decline in enrollment.

Finally, SDCOE is utilizing our court and community school base grant to continue increasing access to high quality K-12 education, dual enrollment, and concurrent college enrollment. It is also being used to strengthen vocational, career technical education, visual and performing arts, the facilitation of college preparation and application support, ensuring high school completion and increasing graduation rates and student achievement.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

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 0.40% - (2.70%). Monarch and Community decreased by 1.4% and earned a Green on the dashboard. Though Court 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.

This data informs our continued work and validates our collective efforts; we know with persistence we can show growth and greater outcomes for our students. This data also represents an academic year of hard work in professional learning, embedded and whole group coaching, as well as planning and executing a more rigorous curriculum with attention to our students who have been supported through our

Reading Intervention strategies, and our Designated and Integrated EL strategies. Again, we will not be content with our rates of progress, especially focusing on our Long-term Multilingual learners to ensure they have the support needed to move to the greater levels of academic English attainment and development.

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 and Community Red and Court School Orange. 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 SDCOE, which earned green however, Foster Youth and San Pasqual Academy, both earned 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, Long Term 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 was 1.4% increase in Community for an overall of 48% still earned Red; the student groups earning Red are: all students, students who are all student, Multilingual Learners, Long-Term Multilingual Learners, Unhoused, Low Income, Students with Disabilities, and Latinx. 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 for the students groups: all students, Multilingual learners, Latinx and Low Income. 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.)

Per our LCAP instructions, please find the Dashboard (2023) data for historical and comparison purposes, SDCOE and other schools that received the lowest performance level on one or more state indicators on the Dashboard (2023) were:
San Diego County Community (Community)
San Diego County Court (Court)
Monarch (Monarch)
San Pasqual Academy (SPA)
North County Academy (NCA)

The student groups in SDCOE that received the lowest performance (Red) on one or more state indicators on the 2023 Dashboard were:
*All SDCOE: Suspension Rate, Graduation Rate, College and Career Indicator
*African American: Graduation Rate, Suspension Rate
*Multilingual Learner: College Career Indicator, Graduation Rate; Suspension Rate
*Foster Youth: Suspension Rate; Graduation Rate
*Latinx: College and Career Indicator, Graduation Rate
*Unhoused: Chronic Absenteeism; College and Career Indicator; English Language Arts; Graduation Rate; Suspension Rate
*Low Income (SED): College Career Indicator; Graduation Rate; Suspension Rate
*Students with Disabilities: Chronic Absenteeism, Graduation Rate
*Two or More Races: Suspension Rate

The Student Groups within the schools performing at the lowest level (Red) in one or more state indicators on the 2023 Dashboard:
Community Schools:
*College and Career Indicator: All, Multilingual Learner (EL), Latinx, Low Income, Students with Disabilities, Unhoused
*Graduation Rate: All, Multilingual Learner (EL), Latinx, Low Income, Students with Disabilities, Unhoused

Court Schools:
*Graduation Rate: All, Latinx, Low Income

Monarch:
*Chronic Absenteeism: All, Latinx, Low Income, Students with Disabilities, Unhoused,
*Suspension Rate: All, Latinx, Low Income, Multilingual Learner (EL), Students with Disabilities, Unhoused
*English Language Arts: All, Low Income, Unhoused

San Pasqual Academy:
*Suspension Rate: All, Foster Youth, Low Income

North County Academy: closed 2025
*All, Chronic Absenteeism: Student with Disabilities
*All, Suspension Rate: Latinx, Students with Disabilities

The required actions to address lowest performance indicators and student groups for SDCOE are covered in: Action 1.2 ELA,Action 2.1 and 2.2 Chronic Absenteeism, Action 2.3 Suspension, Action 2.5 Grad Rate and Action 3.1, 3.2 and 3.3 Addressing CCI
The required actions and the applicable student groups for Monarch and San Pasqual Academy are found in Goal 4. The required actions and the applicable student groups for Community and Court are found in Goal 5.

The SDCOE and schools that received the lowest performance level (Red) in one or more state indicators on the 2025 Dashboard were:
SDCOE: Graduation rate, Science
Community: Chronic Absenteeism, Graduation rate, Science
Monarch: Chronic Absenteeism, Math
San Pasqual Academy: Suspension
Neither Court nor NCA had any Red indicators on the 2025 Dashboard

The student groups in SDCOE that received the lowest performance on one or more state indicators on the 2025 Dashboard were:
*All SDCOE: Graduation Rate, Science
*Black: Chronic Absenteeism, Graduation Rate
*Foster Youth: Graduation Rate, Suspension
*Latinx: Graduation Rate, Science
*Low Income: Chronic Absenteeism, Graduation Rate, Science
*Multilingual Learner-MLL: Chronic Absenteeism, Graduation Rate, Science

*Long-Term Multilingual Learner (LTMLL): Chronic Absenteeism, Graduation Rate, Science
*Unhoused: Graduation Rate, Science
*Students with Disabilities: Chronic Absenteeism, Graduation Rate

The Student Groups within the schools performing at the lowest level (red) in one or more state indicators on the 2025 Dashboard:
Community Schools:
*Chronic Absenteeism: All, Low Income, Latinx
*Graduation Rate: All, Multilingual Learners, Long-Term Multilingual Learners, Latinx, Low Income, Students with Disabilities, Unhoused
*Science: All, Low Income, Latinx

Court Schools:
*Graduation Rate: Students with Disabilities

Monarch:
*Chronic Absenteeism: All, Multilingual learners, Low Income, Latinx
*Math: All, Low Income, Unhoused

San Pasqual Academy:
*Suspension: Foster Youth, Low Income

North County Academy
*No indicators in Red

LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG): funds will provide learning supports outlined in the following actions:
Goal 1, Action 2- Implementation of the State Standards - for All learners; Metrics to monitor progress are 1.4 and 1.10.
As mentioned prior, we have conducted this year's needs assessment through the analysis of our state and local data: CAASPP ELA/Math, Renaissance Reading and Mathematics, as well as robust educational partner feedback via surveys and community forums.
• CAASPP ELA scores increased slightly overall and for all student groups, however, all student groups are still performing below standard, as measured by met or exceeded the standard, inferring a need to continue to in our remediation and intervention in literacy, specifically for Multilingual Learners, Long-Term Multilingual Learners, Students with Disabilities, students who are Black, Latinx, impacted by a lowered income, Foster Youth and students facing housing insecurity.
• Feedback from educational partners included the need to ensure we meet our participation rate to avoid unnecessary penalties (teachers and students).
*Our partners are also requesting more intervention and remediation in Reading and Mathematics to ensure students are reaching their full potential.

Rationale: According to West Ed (2021), a meta-analysis of 96 studies found, "tutoring is an effective practice that yields consistent and positive impacts on learning outcomes." The study specifically stated that tutoring is most effective during school hours, conducted by professional tutors and in small groups for secondary spaces. We have a 90-day Universal screener (Renaissance Learning) that measures

our students growth at different intervals throughout the school year. This and other more refined tools (SD Quick, IXL, Achieve 3000) allow us to meet students where they are in the academics and work to improve their outcomes to expected levels of knowledge prior to graduation. These tutors and programs are a direct investment in student success — identifying needs early, guiding instruction, and tracking progress to improve outcomes. This action ensures every student's academic growth is monitored and supported- delivering data-informed intervention for all student groups.
Allowable Use: Additional academic services for pupils, such as diagnostic progress monitoring, and benchmark assessments of pupil learning is an allowable use of LREBG funds. EC Section 32526(c)(2)(E)

As SDCOE, we are not including expulsion in our metrics as we do not do expulsions and we no longer collect middle school dropout data (Priority 5C); we now collect grades 7-12 only. We have also excluded the CTE Pathway Completion rates; our students are not able to complete pathways due to short-term enrollments.

As mentioned above, State priorities 4B, 4C, and 4D are greatly impacted due to short term enrollments. This is the reason for a metric for courses taken but not completed (A-G and CTE); however, we are monitoring enrollment in A-G and CTE and making note in our metrics. While we offer exploratory and introductory courses, the short-term enrollments heavily affect actual rates of completion. For State Priority 8, we offer a broad course of study for each of our students, including health, visual and performing arts, and PE, where possible. However, due to the abundance of short-term enrollments, our measurement of student progress is done in a variety of manners. Our first measure of student progress is with our 90-day pre and post test. This assessment assists us in identifying the needs of our students and it assists in meeting those needs through interventions (reading and mathematics specifically). In addition, we have quarterly progress monitored by counselors and teachers to ensure success in course credit attainment. We also have daily measures to monitor students' outcomes in the classrooms via the teacher and assistants to ensure just-in-time support, as needed, for success in the courses offered.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

In SDCOE, one student group met the criteria for Differentiated Assistance (DA). The one student group in need of targeted concentration as evidenced by our dashboard results, goals, and actions is:

Foster Youth Students: Suspension Rate and Graduation Rate

Due to the instability, low income, and performance in our student groups, at four of our schools (Community, Court, Monarch and SPA), we are required to have Equity Multiplier Focused Goals to address the areas of need. We will also target our Differentiated Assistance work to align our efforts at intervention through our Multi-Tiered System of Support structure and utilizing our universal screener and interventions to meet the needs of our students. We will also work on the suspension rate of our Foster Youth in all of our schools and specifically at San Pasqual Academy to ensure we are meeting the needs of the students there. This work of improvement will continue in these areas and others through our work with the Imperial County Office of Education (ICOE), our partners for Differentiated Assistance (Goals 1.2, 1.4, 2.3, 2.4, 2.5). Through our work with ICOE in 2025-26, we have continued to use the Data Use Self Assessment (DUSA). In addition, we have focused on the areas of greatest improvement so that we may replicate that success throughout the system. We have grown our participation

rates, which we believe will continue to be beneficial in ascertaining valid scores for our students. Finally, our work in initiative and assessment inventories are also allowing us to focus our efforts on streamlining data collection and distribution for the purpose of continued improvement.

Our work in data-informed processes also allows us to see our growth in systems and structures and we are also able to discover ways to be more effective with our data collection, sharing, storage, and retrieval systems. In addition, we are creating a space for clarity via norms and expectations for the way we conduct data dives and protocols. Being data driven and data informed is our goal for an effective program and to meet the needs of our students and staff. We look forward to continuing growth in these areas and others. In addition, we are looking at how our use of data can improve our participation rates so that we are able to get a clearer picture of our students, their needs, as well as our services provided to assist them.

Currently, in addition to our work with ICOE, we are also working with California Collaborative for Educational Excellence (CCEE) as participants in the African American Student Success Network. CCEE is the statewide leader whose mission is to deliver on California's promise of quality, equitable education for every student. It was established by the California State Legislature and Governor to advise and assist local educational agencies (LEAs) in achieving the goals and objectives in their LCAPs. They also provide universal, targeted, and intensive support and resources for LEAs, often working in collaboration with community-based nonprofit organizations. In partnership with the California Association of African American School Administrators (CAAASA) and CCEE, the African American Student Success Network's focus is to identify barriers and evidence-based solutions to improving the academic and social and emotional learning (SEL) outcomes of African American/Black students in California. Through the collaborative efforts of CCEE, CAAASA, and several districts and county offices of education from throughout the state, we have identified the following root causes for poor educational outcomes for this population, which include but are not limited to the following:
*Insufficient teacher qualifications
*External and internal politics
*Racial bias/belief systems
*Lack of awareness and focus of leadership at each site and district level
*The absence of system-wide accountability

Specific to this very important project and opportunity, JCCS has identified our problem of practice to focus on increasing student engagement and decreasing chronic absenteeism rates for African American/Black students via the Community Schools framework. Our primary strategy is to implement the Project for Education Research That Scales (PERTS) Elevate survey to aid us in measuring the quality and equity of learning conditions and provide practical recommendations for cultivating equity in each condition. The Elevate survey is administered to school sites every eight weeks and includes the following:
*Student responses to "Affirming Identities" and "Classroom Community" questions will be disaggregated by the focus group participants and used for continuous improvement.
*School social workers and classroom teachers will analyze the data and create actions to increase student outcomes based on the identified questions.
*Staff will use additional interventions and support that will include, but not limited to, Personal Learning Plans (PLPs), Student-led Conferences, dual enrollment in college, CTE and VAPA certification programs, civic engagement, and student leadership opportunities.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

San Diego County Community School (Community) and San Diego County Court School (Court)

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

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).

JCCS administration supports the CSI-identified schools in developing their 2026-27 SPSAs including: school-level needs assessments, evidence-based interventions, and identification of resource inequities (we have none). In addition, JCCS administration supports the evaluation of the CSI-SPSAs in an effort to ensure progress and modification needed (as shared in the example above). Our SPSAs encompass the CSI funds, and this development is supported by conducting nine regional LCAP Community Forums for students, parents, staff, and educational partners across the county. The LCAP Community Forums are outreach events that solicit educational partner input to prioritize areas of focus around our needs assessment and dashboard results. Although we have had some areas of growth in the engagement and social and emotional support for our students and families, as evidenced by the increase in attendance and the overall decrease in chronic absenteeism, we also acknowledge the need to continue spending our time and resources to improve student performance in these and academic areas of greatest need as well as in our graduation rates. Staff, parent, student, and partner survey data were also used as a part of the school-level needs assessment. Survey results and input from each outreach event was used in the

development of the LCAP goals and actions. CSI priority areas of growth are embedded in JCCS LCAP goals and actions. All educational partner input obtained at LCAP meetings is shared with the SSC for the development of the SPSAs. Finally, we have determined that there are no resource inequities. We have a general fund/state funds and Title I-A allocation methodology. CSI funds are allocated 100% to each school per the CDE grant allocation report.

The two CSI-identified schools will include CSI improvement actions in their 2026-27 SPSAs. SPSAs are developed and reviewed annually between April and June at the (SSC meetings. The entire process is overseen by the JCCS executive director and senior director, and strategically coordinated by the school site principals and SSC presidents to work on an annual comprehensive needs-assessment and the evaluation of individual site SPSA goals and action plans.

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 Graduation Rates for 2020-21 based on this one-year model: Community - 79.1%, Court - 93.9%, Monarch - 93.8, San Pasqual Academy - 92.9%
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.

On July 27, 2022, the U.S. Department of Education declined California's waiver request that would allow for the continued use of modified methods for calculating the Academic and Graduation Rate Indicators. (CDE, 2023) Therefore, our graduation rates now appear to be greatly decreased. Per CDE standards, the rates for Community and Court Schools (Monarch and SPA are not being included due to their low number of students) are below the 68%, 3-year average and therefore triggers the system for CSI support. Per the CDE, because we are a DASS school, we receive the label as a "DASS Community of Practice" for those that meet the eligibility for CSI low graduation rate or low performance to distinguish the uniqueness of these schools and the students served.

Finally, we have determined that there are no resource inequities in SDCOE schools. We have a general fund/state funds and Title I-A allocation methodology. CSI funds are allocated 100% to each school per the CDE grant allocation report.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The SDCOE Juvenile Court and Community Schools (JCCS) leadership team is actively partnering with improvement science experts from the Imperial County Office of Education to identify root causes and implement targeted strategies to close performance gaps in ELA, Math, and MLL Progress. This work is intentionally focused on accelerating gains in graduation rates, reducing chronic absenteeism and suspension rates, and strengthening outcomes within the College and Career indicator.

To ensure continuous improvement, JCCS is leveraging real-time data systems to closely monitor attendance and increase student participation in both local and state assessments. The student data and achievement supervisor, in collaboration with the JCCS data team, produces ongoing interim progress reports for each CSI-identified school and all schools. These reports clearly track progress toward California School Dashboard goals, inform decision-making, and drive timely adjustments to instruction and support. JCCS leadership conducts structured data reviews to determine next steps, ensuring that additional interventions and resources are deployed immediately when progress does not meet expectations.

In tandem, SDCOE leadership conducts regular site visits, engaging directly with site administrators and leadership teams to assess progress, identify needs, and align supports. Schools are actively utilizing multiple monitoring measures—including interim assessment data, school-level chronic absenteeism reports, attendance, suspension reports, and local assessment tools such as Renaissance Learning pre- and post-assessments—to guide responsive instruction and targeted intervention.

The JCCS District Equity Leadership Team (DELT), in partnership with JCCS administration, leads the ongoing monitoring and evaluation of the effectiveness of the CSI Plan implementation within the LCAP and SPSAs. DELT convenes monthly to analyze student achievement data, review dashboard indicators, and take decisive action to reallocate resources and staffing in support of CSI-eligible Community and Court Schools.

A comprehensive system of assessment—including dashboard metrics and local measures—is used to monitor and evaluate the effectiveness of the CSI plan including strategies. Renaissance Learning assessments are administered every 90 days to monitor student growth, inform instruction, and refine interventions in reading and mathematics.

All CSI supports are intentionally embedded within LCAP goals and fully aligned to each school’s SPSA, ensuring coherence and accountability across the system. Implementation is actively monitored by JCCS administration, the DELT team, and site-based governance structures, including SSC and ELAC where applicable. These bodies not only approve SPSAs but also play a critical role in ongoing evaluation, using needs assessment data to ensure that strategies are effective and continuously improved to meet student needs.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Students and Parents/CASAs/Families/Alumni	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]. The increase in forums included 4 classrooms; the mini-forums were conducted and strong feedback was given. Our process for the forum is to ensure we update our educational partners 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. In addition, we discussed the Equity Multiplier Funds and the progress being made - the needs, the actions, and the money alignment. The rest of the forum is dedicated to gathering input by listening to how we can 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 at any time. Total LCAP Attendance: 37 EC (English/Spanish) - 25; East am (Arabic/English/Spanish) - 39; East pm (English/Spanish) - 33; Metro (English/Spanish) - 43, Monarch (English/Spanish) - 46; North

Educational Partner(s)	Process for Engagement
	(English/Spanish) - 26, South (English/Spanish) - 41, San Pasqual Academy - 34, SOAR (Court schools) - 64, Virtual (English/Spanish) - 10 Classrooms: Innovations - 14, North County Tech Academy - 21, Escondido Comm. - 16, S.O.U.L. - 19 Total- 421 Total Parents - 28, Total Students 89 LCAP Progress Survey: Parents 1 (Haitian Creole): Student 294 Again, there were more parents and students than ever. Many parents who attended in person felt they gave robust feedback and felt the surveys weren't needed. Students did surveys in the classroom. We will work on more parent responses next year.
Teachers, Administrators including Principals, Classified and other Certificated staff and Local Teacher and classified (other school personnel) bargaining unit leadership	In order to help engagement and bridge the gap between school and home, 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 13 regional/virtual/classroom LCAP Forums, which were held between January and February 2026 - [13 in-person (of those 2 were hybrid), 1 virtual]. Our process for the forum is to ensure we update our educational partners 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. In addition, we discussed the Equity Multiplier Funds and the progress being made - the needs, the actions, and the money alignment. The rest of the forum is dedicated to gathering input by listening to how we can best serve the students and families via our goals and actions as well as suggestions for improvement. We then provide surveys to all, teachers, coaches, administrators, counselors, and classified with CTE staff (and all attendees) and ask them to share any further thoughts or ideas at any time. Upon completion of all forums and surveys, the data was compiled. The District Equity Leadership Team hosted a "data dive" party in late February where the theming of the data and the noticing of outliers

Educational Partner(s)	Process for Engagement
	and common themes began to emerge. We then did the same with the instructional team (our Instructional coaches and our division administrators, including Special Education administrators) in early March and then one last time with each of the regions, and the SSCs/ELACs through the month of March. Finally, the leadership of the local certificated (teachers, counselors, coaches) and classified bargaining units had a chance to review and give input on all goals and actions, including Equity Multiplier Goals, one more time for input in the first draft. They also gave their feedback and requests, based on our needs assessment at our leadership meeting in April. Each school leader will have the chance to review, ensure accuracy, and give final input in spending by the first week in May. The administrators discussed the Equity Multiplier monies to solicit ideas for expenditures to meet the goals in March at their at monthly teacher and staff meetings for Monarch, SPA, Community and Court Schools, along with the LCAP data. Principals and parent and family liaisons along with staff and students at the SSC/ELAC meetings shared the goals and the amounts for the funding and gave their feedback on how to spend the Equity Multiplier monies effectively. LCAP Attendance at Forums: Certificated (Teachers) - 70, Classified (Other School Personnel) - 67, Administrators including Principals - 58, Counselor/SW -8 LCAP Progress Survey: 67 (Adm. 7, Classified - 22, CTE - 1, Social Work/Counselor /Intern- 8, Teacher/Instructional Coach - 29)
Community partners/Probation/Rites of Passage-SPA residential/Grandparent Connection/Lawyers/Social Workers	We have five dedicated parent and family liaisons that lead this work, in collaboration with certificated and classified staff. As an LCAP Team, we send invitations to each home in multiple languages along with calls, texts and emails to our hosted 13 regional/virtual/ classroom LCAP Forums which were held between January and February 2026 - [13 in-person (of those 2 were hybrid), 1 virtual]. For our partners in probation, Rites of Passage, and Friends of SPA, along with the Monarch School Project, we brought the forum to their location and conducted the Community Forum on their campus. The forum at SPA is hybrid (by request) due to its remote location and the

Educational Partner(s)	Process for Engagement
	time of day. In addition, we invite our VAPA partners, our CTE partners, and our community-based organizations to offer feedback. Our process for the forum is to ensure we update our educational partners 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. In addition, we discussed the Equity Multiplier Funds and the progress being made - the needs, the actions, and the money alignment. The rest of the forum is dedicated to gathering input by listening to how we can best serve the students and families via our goals and actions as well as suggestions for improvement. We then provide surveys to all partners and ask them to share any further thoughts or ideas any time. Our Equity Multiplier Schools (Community, Court and Monarch, SPA) were able to provide input by engaging their staff and partners on the goals and actions through staff meetings, PLCs as well as through their SSC/ELAC. Attendance: Community Partners - 69, CTE - 11 LCAP Progress Survey: Partner - 6
School site Council (SSC)/English Learner Advisory Council/ District Parent Advisory Council (DPAC)/District English Learner Advisory Council (DELAC)	Parents/guardians in our DPAC/DELAC and SSC/ELACs participated in our regional forums and also completed surveys; they were also consulted in the development of our new goals and were able to give further feedback on our forum and survey responses. In their March and April meetings, these councils gave their input on the Equity Multiplier focused goals for Monarch, SPA, Court Schools and Community Schools. The final discussions prior to the LCAP development and Equity Multiplier Goals and Actions were at their SSC/ELAC meetings the week of second week of April. Input was given on the LCAP and Equity Multiplier goals along with expenditure alignment at the March meeting and again reviewed at the April DPAC/DELAC meeting.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Educational partners across SDCOE played an integral role in shaping the development of the LCAP. Through a comprehensive engagement process that included forums, surveys, and site-based meetings, students, parents, staff, and community partners contributed valuable insights, suggestions and input as well as feedback regarding the educational experiences and needs of our student population.

Special attention was given to input from each of the Equity Multiplier sites, including Monarch School, Community Schools, Court Schools, and San Pasqual Academy.

Following the collection and analysis of feedback, key themes were identified and aligned to the five LCAP goal areas. Draft LCAP goals, actions, expenditures, and needs assessment findings were then brought back to District Equity Leadership Team (DELT), our Instructional Leadership Team (Leadership), and our school regions. In addition, the feedback analysis was shared with School Site Councils (SSC), English Learner Advisory Committees (ELAC), and district-level committees (DPAC/DELAC) to ensure transparency, validation, and authentic incorporation of educational partner voice prior to final adoption.

Overall, feedback highlighted strong foundational practices across JCCS schools. Staff collaboration and internal support systems were consistently identified as strengths, with employees reporting a high level of confidence in their ability to support all students. Educational partners widely agreed that schools promote academic success and foster a culture where students are encouraged to pursue their goals. Families expressed appreciation for the dedication of staff, the availability of support services, and the positive impact of school programs. Additionally, student survey data reflected an increased sense of safety across school sites.

At the same time, educational partners identified several areas for continued growth. Communication and engagement emerged as key priorities, with requests for more consistent and accessible information regarding academic expectations, student progress, and school activities. The implementation of parent and student portals, text/email/calling systems, and a single shared calendar JCCS-wide has begun to address these needs, though partners emphasized the importance of consistency across all sites/programs and regions.

College and career readiness surfaced as a critical area of focus. Educational partners strongly advocated for expanded Career Technical Education (CTE) pathways, including access to industry certifications, internships, and workforce-aligned technology skills. Educational partners mentioned the need to increase programs like pre-apprenticeships, internships, driver's education and specific CTE courses - barista, child care, cosmetology, horticulture, etc. Financial literacy and life skills, such as banking and budgeting, were also identified as essential components of student preparation for postsecondary success.

Academically, there is a strong call to expand targeted supports, particularly in reading and mathematics. There were particular requests for the evidenced-based interventions being offered currently. Partners emphasized the importance of increasing instructional rigor while also providing differentiated supports, especially for Multilingual learners. Requests for hands-on, real-world learning experiences in mathematics and access to high-interest reading materials were also prominent. In addition, requests for ongoing professional learning and coaching were made by faculty and staff alike.

Feedback further highlighted the importance of addressing the whole child. Students, families, and staff highlighted the need for continued investment in mental health services, restorative practices, and basic needs supports, including access to hygiene resources, clothing, and washer/dryers; in addition, families and students shared the need for showers and wellness services, including resources such as housing, food, and community services. Families even highlighted the need to make tangible resource materials available so they can be accessed without internet. These supports were recognized as essential to improving attendance, engagement, and overall student well-being. Challenges with substance abuse, inconsistent attendance, financial instability, and transportation are areas in need of further exploration to identify ways in which we can continue to meet the need in the ever-changing landscape. Finally, assistance with information on alcohol,

tobacco, and other drugs, including vaping as well as other topics related to mental health support and referrals, was heard from parents and students alike.

School climate data revealed a nuanced picture. While students reported feeling safer, there were mixed results regarding their sense of connectedness. As a result, educational partners emphasized the need for intentional community-building strategies, relationship-centered practices, and increased opportunities for student voice and engagement.

Finally, partners consistently expressed a desire for expanded enrichment opportunities, including visual and performing arts, athletics, and positive behavioral supports such as PBIS incentives (such as gaming, electronics and clothing items). These programs were seen as critical to fostering student engagement, motivation, and a sense of belonging. In addition, the emphasis on experiential learning through guest speakers, career days, and college field trips also reflects a system that prioritizes real-world preparation. To this end, using these opportunities to motivate students toward greater attendance in school, more consistently, was suggested along with enriched learning activities (field trips, college courses, etc.) While these areas are continually addressed, we are working to build a system where this information is readily available.

In summary, the input of educational partners directly informed the development of the LCAP by identifying both strengths to build upon and areas requiring strategic investment. The resulting plan reflects a continued commitment to equity, whole-child support, and the creation of meaningful pathways for academic and postsecondary success for all JCCS students.

Areas of Influence to the LCAP:

In pursuit of efficiency, effectiveness, and continuous improvement, we use data to refine our work and meet each student's needs. During 2025–26, we expanded our use of Synergy — our student information system — to cover attendance, transcripts, and an MTSS module for tracking behaviors and interventions. We also rolled out the gradebook and progress reporting system, giving students and families access to academic, attendance, and behavioral data. Our next step is training students, families, and educational partners to fully use the parent portal, while improving how we document interventions as students move between programs. In 2026–27, we will expand internship and externship opportunities, including paid placements when possible. Per requests from students, families, and community partners, we will also provide clothing aligned with the opportunities we offer. This work will be integrated across all goals where applicable.

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

Student information system and family technology access
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

MTSS, student wellness and basic needs

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

School climate, safety and belonging
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

Multilingual learner and Long-Term Multilingual learner support
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

Rigorous and authentic learning opportunities
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

CTE, internships, and pre-apprenticeships
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 and Goal 5 Action 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

Financial literacy
Requested a financial literacy course for all students; will be required beginning 2026–27. Elements are embedded in CTE, work preparation, and Economics. Goal 1, Action 2

Visual and performing arts
Partners requested visual and performing arts as pathways for holistic development and non-traditional career opportunities. Goal 2, Action 2

Reading program and Multilingual learner outcomes (Monarch and San Pasqual Academy) - Equity Multiplier Goal

Feedback from Monarch and San Pasqual Academy informed the Equity Multiplier Goal 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

Graduation rate, college and career readiness (Court and Community Schools) - Equity Multiplier Goal
Feedback from Community and Court Schools 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

Goals and Actions

Goal

Goal #	Description	Type of 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.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through our data analysis and input from educational partners. The analysis of our California School Dashboard (Dashboard) data showed although we are gradually improving, we still in need to continue supporting English language arts (ELA), mathematics, science, and English language development (ELD).

Our Dashboard Smarter Balanced Assessment System (SBAC-CA State Standards Assessment) 2025 results show:
*4.74% of our JCCS students grades 3-8 and grade 11 met or exceeded the standards in English language arts (Orange on the Dashboard)
*1.61% of our JCCS students grades 3-8 and grade 11 met or exceeded the standards in mathematics (Orange on the Dashboard)
*4.79% of our JCCS students grade12 met or exceeded the standards in mathematics (Red on the Dashboard)
*42.5% of our Multilingual learners are making progress in at least one English Learner Progress Indicator Level (Yellow on the Dashboard)
This need is echoed in our local assessment (universal screener done every 90 days~ Renaissance Learning in Reading and mathematics) as shown in our Measuring and Reporting Results section below, Metric 1.4. We seem to have some slight decreases in reading (4% points) and some in math (2% points); this infers our need to heavily focus on our short-term student progress, locally. In addition, our continued focus on this goal is to support the academic progress that students are making.

During our LCAP development, our educational partners identified a need to:
*Provide academic support through targeted math and reading interventions, 1:1 tutoring, small group support and progress tracking
*Strengthen ELD programs with curriculum, teacher training, and integrated subject support
*Increase academic rigor - college level writing, reading intervention to success, book clubs
*Increase time for teachers to collaborate around strategies learned through professional development

*Increase mathematical literacy, including financial literacy
*Incentivize student achievement
*Increase staff support, classroom assistants, and community volunteers
*More family connection about academics and behaviors
*Life skills, including financial literacy and homemaking skills, was requested from students and families
*Improve technology access (hotspots, eBooks, Microsoft tools, online learning) and the use of applications
*Ensure college and career readiness, including relevant learning experiences (college courses and trips) and career pathways, internships, and business-related courses
*Increase the use of culturally and linguistically responsive materials, instructions, and experiences
*Foster a safe, motivating, and culturally relevant learning environment (Use of Ethnic Studies training)

Our curriculum adoptions and our work in professional learning have yielded results in our academic progress, as evidenced by our local assessments (not as much on our SBAC). Through the work of the universal screener and continually supplying targeted support to the students who need it most, we expect academic success. In addition, we have adjusted the master schedules and have seen even greater increases in academic achievement and annual progress with our Multilingual learners as our reading intervention strategies and integrated ELD strategies work to raise our students' achievement.

Our goal as alternative school educators is to see that our students are prepared to compete and succeed in a plethora of postsecondary options. Research has shown that the use of culturally and linguistically responsive pedagogy in instruction and student experiences provide stronger paths to these learning outcomes. Through a system of coherent and aligned, relevant professional learning structures, which include large group professional learning, site embedded instructional coaching, observations with targeted feedback, benchmark assessments, and weekly professional learning communities, we will move closer to this goal. We further prepare our students to succeed in college and career by supporting differentiated learning models, including distance learning, to respond to the needs of diverse learners as well as promote opportunities for intervention, remediation, acceleration, and access to a broad course of study.

Our work in ensuring safe, clean facilities, qualified teachers, sufficient supplies, nursing support, and the alleviation of food insecurities, along with powerful teaching and deeper learning, interim assessments, and culturally and linguistically relevant strategies will work together to achieve this goal. The specified actions including access to books, technology, professional learning and coaching, along with the other areas mentioned are being assessed using the metrics; these two together provide for a means to achieve this goal in its holistic approach.

For the purposes of this LCAP, "students who are experiencing a lowered income" and "Socioeconomically Disadvantaged-SED" (Dashboard term) refer to the same group of students. In addition, unhoused and students experiencing housing insecurity refer to our homeless youth. Latinx replaces Hispanic for this document and it is more culturally accepted in our communities and with our educational partners and Multilingual learners replace English learners out of respect for our families. Finally, Black replaces African American in an effort to be more inclusive of our Afro-Latinx/Haitian and African students. Finally, unless otherwise noted, baseline data is from the 2022-23 School Year, Year 1 Outcome data is from 2023-24 EOY, and Year 2 Outcome data is 2024-25 EOY.

SDCOE/JCCS include Monarch School (Monarch), San Diego County Community (Community), San Diego County Court (Court), and San Pasqual Academy (SPA) for the purposes of this document.

When group size is too small to report publicly for confidentiality purposes, an * is indicated to show that it is monitored locally but not reported publicly.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of appropriately credentialed and assigned teachers as measured by the HR Credentialing Annual Audit	2022-23 100% of teachers are appropriately credentialed and assigned.	2023-24 100% of teachers are appropriately credentialed and assigned.	2024-25 100% of teachers are appropriately credentialed and assigned.	2025-26 100% of teachers are appropriately credentialed and assigned.	0
1.2	Percentage of students who have student access to instructional materials and supplies as measured by the Williams textbook sufficiency survey	2022-23 100% of students have access to board-adopted materials and instructional supplies	2023-24 100% of students have access to board-adopted materials and instructional supplies	2024-25 100% of students have access to board-adopted materials and instructional supplies	2025-26 100% of students have access to board-adopted materials and instructional supplies	0
1.3	Percentage of school facilities maintained and in good repair as measured by the Facilities Inspection Tool Report	2022-23 100% of sites have exemplary rating	2023-24 100% of sites have exemplary rating	2024-25 100% of sites have exemplary rating	2025-26 100% of sites have exemplary rating	0
1.4	Local Assessment: Renaissance Learning % showed an increase >.5 points in their Post Test= .5 of year in >=90days	2022-23 Reading All JCCS = 41% African American = 32% English Learners = 41% Foster Youth = 29% Latinx = 41%	2023-24 Reading All JCCS = 54% African American =38% Multilingual Learners (EL) = 50%	2024-25 Reading All JCCS = 50% Black = 53% MLL = 47% LTMLL = 42% Foster Youth = 44%	2025-26 Reading All JCCS = 51% Black = 42% MLL(EL) = 51% LTMLL(LTEL) = 54%	Reading All JCCS = 9% Black = 21% MLL = 6% LTMLL = -7% Foster Youth = 15% Latinx = 9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low Income (SED) = 42% Students with Disabilities = 41% Unhoused = 44% Mathematics All JCCS = 49% African American = 49% English Learners = 48% Foster Youth = 25% Latinx = 50% Low Income = 50% Students with Disabilities =52% Unhoused = 55%	Long Term Multilingual Learners (LTEL) = 49% Foster Youth = 50% Latinx = 54% Low Income = 54% Students with Disabilities = 56% Unhoused = 60% Community Latinx = 51% Low Income = 51% Mathematics All JCCS = 52% African American = 55% Multilingual Learners (EL) = 51% Long Term Multilingual Learners (LTEL) = 48% Foster Youth = 44% Latinx = 51% Low Income = 52%	Latinx = 50% Low Income = 50% Students with Disabilities = 50% Unhoused= 48% Community Latinx = 50% Low Income = 48% Court = 56% Monarch = 52% SPA = 41% Mathematics All JCCS = 50% Black = 43% MLL = 47% LTMLL = 39% Foster Youth = 44% Latinx = 52% Low Income = 50% Students with Disabilities = 44% Unhoused= 50% Community Latinx = 51% Low Income = 48%	Foster Youth = 39% Latinx = 51% Low Income = 52% Students with Disabilities = 51% Unhoused = 54% Community Latinx = 54% Low Income = 52% Court = 59% Monarch = 55% SPA = 43% Mathematics All JCCS = 59% Black = 59% MLL (EL) = 58% LTMLL(LTEL) = 53% Foster Youth = 35% Latinx = 60% Low Income = 60% Students with Disabilities =62% Unhoused = 65% Community	Low Income = 8% Students with Disabilities = 9% Unhoused = 4% Community Latinx = -1% Low Income = -3% Court = N/A Monarch = N/A SPA = N/A Mathematics All JCCS = 1% Black = -6% MLL = -1% LTMLL = -9% Foster Youth = 19% Latinx = 2% Low Income = 0% Students with Disabilities = -8% Unhoused = -5% Community Latinx = 4% Low Income = -2% Court = N/A Monarch = N/A SPA = N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Students with Disabilities =49% Unhoused = 59% Community Latinx = 47% Low Income = 50%	Court = 51% Monarch = 53% SPA = 47%	Latinx = 54% Low Income = 51% Court = 54% Monarch = 56% SPA = 50%	
1.5	Percentage of students who are Multilingual learners making annual progress toward English proficiency as measured by progression of at least one ELPI Level	2022-23 Dashboard All JCCS = 38% progressed at least one ELPI Level Community - 32.5% Court - 38.6% Monarch - 42.9% SPA - *	2023-24 Dashboard All JCCS = 20.1% progressed at least one ELPI Level Community - 20.7% Court - 21.3% Monarch -18.2% SPA - *	2024-25 Dashboard All JCCS = 42.5% MLL; 47.3% LTMLL progressed at least one ELPI Level Community: 34.5% MLL; 38% LTMLL Court: 40% MLL; 42.2% LTMLL Monarch: 52.9% MLL; 61.8% LTMLL SPA -*	2025-26 Dashboard All JCCS = 48% MLL; 50% LTMLL progressed at least one ELPI Level Community - 42.5% MLL; 41% LTMLL Court - 48.6% MLL; 45% LTMLL Monarch - 52.9% MLL; 63% LTMLL SPA *	All JCCS = 4.5% MLL; LTMLL n/a progressed at least one ELPI Level Community = 2% MLL; LTMLL n/a Court = 1.4% MLL; LTMLL n/a Monarch = 10% MLL; LTMLL n/a SPA - *
1.6	Multilingual learner reclassification rate	2022-23 CALPADS 115 (19%)	2023-24 CALPADS 14 (2%)	2024-25 CALPADS 6 (1%)	2025-26 CALPADS 30%	-18%
1.7	The percentage of students who are Multilingual learners provided access to the state standards and	2022-23 100% of English learners had access to the ELD state standards	2023-24 100% of Multilingual Learners (EL) had	2024-25 100% of Multilingual learners had	2025-26 100% of Multilingual Learners (EL) had	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	English language development (ELD) standards		access to the ELD state standards	access to the ELD state standards	access to the ELD state standards	
1.8	Percentage of student enrollment in a broad course of study as measured by report cards (K-6) and the 7-12 grade master schedules demonstrating all students have access to all required courses, including unduplicated students and students with exceptional needs	2022-23 Community 100% Court 100% Monarch 100% SPA 100%	2023-24 Community 100% Court 100% Monarch 100% SPA 100%	2024-25 Community 100% Court 100% Monarch 100% SPA 100%	2025-26 Community 100% Court 100% Monarch 100% SPA 100%	0
1.9	Percentage of students completing an “A-G” course requirement through summative transcript review *This data point is difficult to calculate due to an overwhelming number of short-term enrollments	2022-23 All JCCS: 85.1% African American: 79.2% English Learners: 86.5% Foster Youth :100% Latinx 86.2% Low Income: 85.1% Students with Disabilities: 89.2% Unhoused: 92.5% Community: 86.7% Court: 78.7% Monarch: 90.6% SPA: 100%	2023-24 All JCCS: 86.7% African American: 86.9% Multilingual Learners (EL) 88.5% Long Term Multilingual Learners (LTEL): 87.4% Foster Youth : 91.8% Latinx 86.6% Low Income: 85.5% Students with Disabilities: 80.7% Unhoused: 89.5%	2024-25 All JCCS: 89% Black: 86.5% MLL : 91.9% LTMLL: 90.8% Foster Youth : 96.7% Latinx 89.4% Low Income: 88.3% Students with Disabilities: 86.1% Unhoused: 93.5% Community: 91.2% Court: 80.6% Monarch: 90.0% SPA: 93.6%	2025-26 All JCCS: 95.1% Black: 89.2% MLL (EL): 96.5% LTMLL (LTEL): 97% Foster Youth :100% Latinx: 96.2% Low Income 95.1% Students with Disabilities: 99.2% Unhoused: 99% Community: 96.7% Court: 98.7% Monarch: 90.6% SPA: 100%	All JCCS: 3.9% Black: 7.3% MLL: 5.4% LTMLL: 3.4% Foster Youth: -3.3% Latinx: 3.2% Low Income: 3.2% Students with Disabilities: -3.1% Unhoused: 1% Community: 4.5% Court: 1.9% Monarch: -0.6% SPA: -6.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Community: 89.2% Court: 77.8% Monarch: 91.1% SPA: 92.0%			
1.10	Smarter Balance Assessment (SBAC) - % of students who Met or Exceeded the standard	2022-23 CAASPP TOMS ELA ALL JCCS - 7.82% African American- 0.00% English Learners - 1.87% Foster Youth - 9.09% Latinx - 5.73% Low Income - 7.56% Students with Disabilities - 0.00% Unhoused - 5.93% Math ALL JCCS - 2.80% African American- 0.00% English Learners - 1.64% Foster Youth - * Latinx - 1.24% Low Income - 2.98% Students with Disabilities - 1.67% Unhoused - 4.40%	2023-24 CAASPP TOMS ELA ALL JCCS - 5.4% African American- 0.00% Multilingual Learners (EL) - 1% Long Term Multilingual Learners (LTEL) - 0% Foster Youth - * Latinx - 4.9% Low Income - 5.6% Students with Disabilities - 0.00% Unhoused - 10.3% Community ELA Latinx - 7.84% Low Income - 6.31% Math ALL JCCS - 1% African American- 0.0% Multilingual Learners (EL) -	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% Community ELA Latinx - 10.57% Low Income - 13.23% Math ALL JCCS - 2.61% Black - 0% MLL - 0% LTMLL - 0% Foster Youth - * Latinx - 1.01%	2025-26 CAASPP TOMS ELA ALL JCCS - 17.82% Black- 10.00% MLL (EL) - 11.87% LTMLL (LTEL) - 5% Foster Youth - 19.09% Latinx - 15.73% Low Income - 17.56% Students with Disabilities - 0.00% Unhoused - 15.93% Community ELA Latinx: 12.84% Low Income: 11.31% Math ALL JCCS: 12.80% Black: 10.00% MLL (EL): 11.64%	ELA All JCCS: 2.32% Black: .08% MLL: -1.86% LTMLL: 0% Foster Youth: * Latinx: 3.05% Low Income: 2.97% Students with Disabilities: 5.26% Unhoused: 8.46% Community ELA Latinx: 2.73% Low Income: 6.92% Math ALL JCCS: -0.19% Black: 0.0% MLL : -1.64% LTMLL: 0% Foster Youth: * Latinx: -.23% Low Income: -.66%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			0.0% Long Term Multilingual Learners (LTEL) - 0.0% Foster Youth - * Latinx - 1% Low Income - 0.9% Students with Disabilities - 0% Unhoused - .8% Community Math Latinx - 2.02% Low Income - 1.87%	Low Income - 2.32% Students with Disabilities - 0.01% Unhoused - 1.57% Community Math Latinx - 6.72% Low Income - 8.09% Science Baseline ALL JCCS: 4.70% MLL: 3.39% LTMLL: 0% Latinx: 2.78% Low Income: 4.44% Unhoused: 5%	LTMLL (LTEL): 5% Foster Youth: * Latinx: 11.24% Low Income: 12.98% Students with Disabilities: 11.67% Unhoused: 14.40% Community Math Latinx: 7.02% Low Income: 6.87% Science Baseline ALL JCCS: 6.70% MLL: 5.39% LTMLL: 2% Latinx: 4.78% Low Income: 6.44% Unhoused: 7%	Students with Disabilities: -1.66% Unhoused: -2.83% Community Math Latinx: 4.7% Low Income: 6.22% Science Baseline ALL JCCS: N/A MLL: N/A LTMLL: N/A Latinx: N/A Low Income: N/A Unhoused: N/A
1.11	The percentage of pupils demonstrating college preparedness as measured by the Early Assessment Program (EAP)* *This measure will utilize 11th grade student performance on California Assessment of Student Performance and Progress (CAASPP)	2022-23 CAASPP Results ELA ALL JCCS - 8.66% African American - * (<11 students) English Learners - 3.23% Long Term English Learners - 0% Foster Youth - 9.09% Latinx- 9.28% Low Income - 8.3% Students with	2023-24 CAASPP ELA ALL JCCS - 9.2% African American - * Multilingual Learners (EL) - 0.6% Long Term Multilingual Learners (LTEL) - 0% Foster Youth - *	2024-25 CAASPP ELA ALL JCCS - 11.94% Black - 0% MLL - 0% LTMLL - 0% Foster Youth - * Latinx - 11.34% Low Income - 12.21% Students with	2025-26 CAASPP ELA ALL JCCS - 18.66% Black - 2% MLL (EL) - * LTMLL (LTEL) - 13.23% FY - 19.09% Latinx - 19.28% Low Income - 18.3% Students with	ELA ALL JCCS: 3.28% Black - 0% MLL (EL): -3.23% LTMLL (LTEL): 0% Foster Youth: * Latinx: 2.06% Low Income: 3.91% Students with Disabilities: 8.11% Unhoused: 25%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Disabilities - 0.00% Unhoused - * EAP Math ALL JCCS - 2.38% African American - * English Learners- 0% Long Term English Learners - 0% Foster Youth - * Hispanic - 0.68% Low Income - * Students with Disabilities - 0.00% Unhoused - *	Latinx - 2.3% Low Income - 5.4% Students with Disabilities - 0.0% Unhoused - 15.8% EAP Math ALL JCCS - 2.8% African American- * Multilingual Learners (EL) - 0% Long Term Multilingual Learners (LTEL) - 0% Foster Youth - * Latinx - 3.7% Low Income - 3.2% SWD - 0.0% Unhoused - 0%	Disabilities - 8.11% Unhoused - 25% Math ALL JCCS - 3.76% Black- 0% MLL - 0% LTMLL - 0% Foster Youth - * Latinx - 1.08% Low Income - 3.08% Students with Disabilities - 3.03% Unhoused - 0%	Disabilities - 10.00% Unhoused - * Math ALL JCCS - 12.38% Black - 1% MLL (EL) - 10% LTMLL (LTEL) - 10% Foster Youth - 5% Latinx - 10.68% Low Income - 10% Students with Disabilities- 10.00% Unhoused - 5%	Math ALL JCCS: 1.38% Black: * MLL: 0% LTMLL: 0% Foster Youth: * Latinx: 0.4% Low Income: -0.12% Students with Disabilities - 3.03% Unhoused - 0%
1.12	The percentage of pupils who have passed an Advanced Placement (AP) examination with a score of three or higher	2022-23 0% (No students took an AP exam during the school year)	2023-24 0% (No students took an AP exam during the school year)	2024-25 0% (No students took an AP exam during the school year)	2025-26 1% - students take an AP exam during the school year	0

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 1 was designed to provide enriched student learning opportunities and implement effective strategies to bolster student success in college and career readiness, with emphasis on English language arts, mathematics, and English language proficiency. All four actions (Actions 1.1, 1.2, 1.3, and 1.4) were fully implemented as planned during the 2025-26 school year.

Notable successes included achieving 1:1 device access for students, providing hotspots for those without internet in their homes or places of study, a decrease in the number of software programs paired with an increase in fidelity of implementation, and the maintenance of safe and clean facilities (Action 1.1). The Differentiated Assistance work with Imperial County proved instrumental in organizing data processes for more timely support, while coaching assisted in planning and carrying out instructional goals. Significantly, ELA, math, and Multilingual Learner Progress each increased substantially, earning Orange on the Dashboard (Action 1.2). Additionally, a 22.9% increase in Multilingual learners scoring proficient in annual progress demonstrated the effectiveness of the ELD programs and the Culturally Sustaining Collaborative (Action 1.3).

The primary challenge identified was at San Pasqual Academy (Action 1.4), where the transition to a new agency managing student housing has created a need for calibration in policies and expectations for students' academic and social-emotional success and connectedness. With a small student population, measuring progress remains difficult; however, local Renaissance Reading and math assessments indicate some challenges in progress and achievement at this site.

All differences in expenditures are detailed below.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences in planned actions refers to those exceeding 10% in FY2026; these differences did not impact our planned percentage.

Goal 1, actions 1, 3, and 4 show material differences:

Action 1 estimated actual expenditures will be 19% below the adopted LCAP budget, primarily due to temporary vacancies in teacher and food services field assistant positions, as well as reduced costs for instructional and non-instructional classroom materials, supplies, and other services.

Action 3 estimated actual expenditures will be below the adopted LCAP budget by 18% due to temporary vacancies in English language development assistant positions.

Action 4 estimated actual expenditures will be below the budget by 31%, primarily due to lower-than-anticipated costs for instructional and non-instructional services and temporary vacancies in SPA teacher positions.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions for Goal 1 were effective. Through Actions 1, 2, 3, and 4, we showed effectiveness in improving reading and mathematics (Metric 1.4) through our continued support for smaller class sizes, large group and focused group professional learning, and instructional coaches, as well as a diversity in learning strategies and finally support for our foster youth at San Pasqual Academy.

Additionally, we continued to meet students needs via nursing assistance, 1:1 Chromebook access and hot spots, as well as supplement to the food service program (Metric 1.1 - 1.3). The progress in our results showed improved ELA scores in our state (CAASPP) data for all of our students, especially our Latinx, low income, students with disabilities and those who are unhoused. For our Math data our improvement was specifically for all students and specifically students who were low income. (Metric 1.10)

With the implementation of our EL Master Plan, including an increased focus on language functions through our Equity for Language Learner Improvement Collaborative (ELLIC), and Year 3 Culturally Sustaining ELD Collaborative with West Ed, we see the outstanding results in our Multilingual learners, and Long term Multilingual learners as they have each shown increased outcomes as evidenced by the dashboard in the ELPI with an overall increase of 22.4% as compared with last year; however, not as many were reclassified. (Action 1.3, Metric 1.5 & 1.6 respectfully). Our effectiveness with our long term students was evidenced by some student group` and overall JCCS increased rates in both ELA and Math (Metric 1.10); this progress was shown in our CAASPP results, as well as preparedness as measured by the Early Assessment Program (EAP) (Metric 1.11).

Each of our student groups showed at least 40-50% growth annually as compared to last year (Metric 1.4) in our local assessment reading and mathematics outcomes and we believe this is a direct correlation to the work of targeted interventions and tutoring. In addition, the work of our instructional coaches and the data to support was effective in planning instruction and helping to target learning with just-in-time interventions and support leading to success in appropriate A-G courses, as evidenced by our MTSS system and improvement in the development of reading strategies to accompany our English language development strategies (Metric 1.9).

Monitoring and supporting Multilingual learners, LTMLLs, and RFEP students has been one of our greatest successes; the training and implementation of the adjusted master calendar and focused curriculum continues to show great promise. (Action 1.3 & Metric 1.5 -1.6) We believe the further implementation of our work in English language development, professional learning for teams, and 1-to-1 support for administrators and staff, will work to further improve these outcomes.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

There are no changes to the goal itself. We have added overall local metrics for Reading and Mathematics for each of our CDS codes (Community, Court, Monarch and SPA) as another way to measure success locally, in Metric 1.4. We added to Action1 LREBG funds to supplement our intervention budget through tutors, extending support to all student groups. Finally, out of respect for our partners, we have adjusted African American to Black to be more inclusive our our Haitian, other Afro Latinx and African students in our Year 2 Outcomes as well as our Target for Year 3 Outcome metrics as well.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Supplementing the basic instructional program and other support service to students	Personnel and services to support the base program for all students: * Appropriately credentialed and assigned teachers and guest teachers to cover instructional program as needed * Providing a lower student-teacher ratio and support staff based on class size reduction * Sufficient adopted materials for all courses including student Chromebooks and educational software, and adopted online text to ensure 1:1 access * Supplies for safe, clean, and orderly school facilities; brighter lights and HVAC support * Nursing services for Community, Court, and Monarch Schools * National School Lunch Program for all - utilizing knowledge and planning to mitigate issues with food insecurity for students and families * Supporting food scarcity by paying for non-refundable food services personnel This action will be measured via Metric 1.1. 1.2, 1.3, 2.6. Non-Personnel: Non-personnel cost for Community, Court, and Monarch schools; including but not limited to textbook adoption, supplemental books, classroom materials, student Chromebooks, staff technology, classroom software, personal protective equipment (PPE), other supplies, other school safety costs, contracted services to support school programs, food services supplies and services cost, facilities and maintenance and repairs cost, wifi, internet and hotspots for students and staff, among other. Personnel: Community, Court, and Monarch Supplemental Teachers (19), Reading Intervention Teachers (5), and Substitute Teachers, School Nurse (1), Health Technician (1), Supervisor I, Food Service Pgrm (1), Food Service Program Assistant (1), Food Service Field Assistant (7), Food Service Field Assistant/Worker Substitutes Federal Funds supporting this goal partially: *Federal Funds Expenditure Plans_$4,243,882: Supplemental supplies, services, and other evidence-based intervention strategies.	$15,332,570.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Implementation of the State Standards - for All Learners	Our JCCS classrooms continue to utilize the to High-Leverage Practices for Quality Instruction (HLP) to support ALL learners in achieving challenging state academic standards and becoming proficient in academic English. At the SDCOE level we will continue to give support and interventions as needed in English language arts to all students, with directed support continuing for our unhoused youth; in addition, per our 2024 results we will direct specific support to our Multilingual learners (EL) and Long Term Multilingual learners (LTEL) as well as our students who are Latinx and those impacted by a lowered income. We will also increase our specific supports and interventions in mathematics for all students with specific support given to our Multilingual learners (MLL) and Long-Term Multilingual learners (LTEL) as well as our students who are Latinx and, students experiencing housing insecurity and those impacted by a lowered income. Due to our warnings in the 2025 dashboard data in science, we will also create supports for all of our students in Science and specifically target support for Multilingual learners, Long-term Multilingual learners, students who are unhoused, Latinx and low income. We will continue to support all of the Monarch School students and specifically those impacted by a lowered income and impacted by housing insecurity 100% population of students) in increasing their achievement in ELA. Per our 2025 results, while they have had significant improvement in ELA, we will now give targeted intervention in math for all students, and specifically for our students who are low income and unhoused. Per our 2024 results we will add this directed ELA and math support and intervention and per our 2025 dashboard we will add that support in science; to increase student achievement to our Community Schools, specifically to our students who are Latinx and those impacted by a lowered income. Our Instructional Coaches continue to help build capacity for subject matter expertise and instruction through support for teachers and administrators in content, pedagogy, and reflective practice. In addition, all are trained and utilizing the said HLPs. Using our needs assessment, we continue to revise and implement a coherent and aligned professional learning plan, which includes a multi-tiered approach to support: *Professional Learning Communities *Site-embedded coaching, observations, and opportunities for feedback	$2,126,897.00	Yes

Action #	Title	Description	Total Funds	Contributing
		*Subject matter professional learning along with powerful instructional design and implementation. *Strengthening the implementation of Core Curriculum Map/Units of Study/Benchmark Assessments *Best-practices for transformational teaching and learning JCCS, as an alternative program, employs differentiated learning models to respond to the needs of a myriad of learners promoting opportunities for intervention, remediation, acceleration, and increased access to a broad course of study including: *Independent Study (IS) *Integrated ELD in ELA, math, science, and history *Expansion of the reading intervention program to encompass more personnel being trained in order to provide access to a greater number of students *Authentic assessments (Design Thinking and Take Action Jams) We also monitor progress through data to strengthen implementation and refine the system of assessment (Renaissance Learning, Benchmark, ELPAC and SBAC) ensuring efficient and effective classroom/course placement and acceleration of learning. To this end we use the data to activate Multi-Tiered System of Support (MTSS) structure in an effort to meet the needs of each student in JCCS. This is a required action and will be measured via Metric 1.4 and 1.10. Differentiated Assistance: This action is driven by our goals and the work of Differentiated Assistance. Our aim: by the end of this academic year, we aim to establish a clear, aligned, and consistently applied approach from leadership for all to use data effectively, ensuring transparent communication of best practices and student outcomes. Our Change Idea: continue to strengthen data practices and continue with the data change ideas from last the DA action plan to see improvement. For our foster youth, these systems of support being data informed will help to identify the academic needs and intervention opportunities necessary and it gives us the ability to modify		

Action #	Title	Description	Total Funds	Contributing
		and adjust our services, as needed, in we believe a more efficient and effective manner. Non-Personnel: Reading intervention contract and other professional development cost. Personnel: JCCS Director, Equity, LCAP, MTSS (1), Instructional Coach (5.5), Assessment Systems Technician (1), Independent study assistant (3) LREBG and Federal Funds supporting this goal partially: *Federal Funds Expenditure Plans_$591,329: Supplemental supplies, services, and other evidence-based intervention strategies. *Other State Funds-Learning Recovery Emergency Block Grant (LREBG) Funds_$96,707: Reading and math intervention tutoring		
1.3	Implementation of State Standards for Multilingual learners (MLLs) and services to Long-Term Multilingual learners (LTMLLs)	We have closely aligned our work to the EL Roadmap, affirming and supporting our students in linguistic, academic and social skills to be successful in college and career. We are supporting all Multilingual Learners (MLLs) & Long Term Multilingual Learners (LTMLLs) in our SDCOE schools, and specifically targeting our students in our Community, Court and San Pasqual Academy. We offer opportunities for students to develop language and literacy through an integrated ELD approach in all courses allowing access to all core curriculum and developing academic knowledge that prepares them for a successful future. We ensure a high-quality academic program for Multilingual learners (MLL) that ensure access to California Standards and success in these by continuing to refine an educational program that includes: *Specified time in the master schedule daily for dELD and other interventions *Educational partner voice in program design and decisions for student growth and success *Language Acquisition Programs - English Mainstream Instruction (EMI) and Structured English Immersion (SEI)	$839,835.00	Yes

Action #	Title	Description	Total Funds	Contributing
		*Designated ELD to build language skills and integrated ELD to support acquisition of content knowledge *Designated English Language Development software implementation - Learning Tree *Rosetta Stone and Duo Lingo computer program to supplement the support of newcomers in their acquisition of English In addition, we support our MLLs and LTMLLs with services specific to enriching their language functions and their ability to progress in the academic language needed for future success and English mastery via: *Professional learning on strategies for students who are Multilingual learners and specific learning for strategies to prepare our Long Term Multilingual Learners addressing their language and academic needs - specifically our High Leverage Practices for Quality Instruction through our Culturally Sustaining Collaborative *Teacher assessments of students in class to inform instructional decisions *Specific training and implementation of the EL Masterplan to ensure process for accessing and data knowledge and progress monitoring for successful language acquisition Required Actions for Multilingual Learners (ELs) & Long Term Multilingual Learners (LTELs) as measured by Metric 1.5 &1.6. Non-Personnel: Supplemental classroom supplies, materials, software and services for Multilingual learners. Personnel: English Language Instructional Coach (0.5), English Language Development Assistants (11) Federal Funds supporting this goal partially: *Federal Funds Expenditure Plans_$77,660: Supplemental supplies, services, and other evidence-based intervention strategies.		
1.4	Support for foster youth at San Pasqual Academy	San Pasqual Academy is unique in that it both houses students and educates them. SDCOE supports their education in a number of ways to ensure both academic success and success in preparation for	$897,474.00	Yes

Action #	Title	Description	Total Funds	Contributing
		postsecondary life. This action is specifically to support foster youth housed at SPA and strengthen transitional support for all foster youth. This includes certificated and classified staff members to support the school program at San Pasqual Academy by: *Monitoring for effective enrollment and placement in appropriate a-g courses *Increasing opportunities to reteach and accelerate the learning of foster youth Required Action for Foster Youth (2023 & 2025) *Ensuring wrap-around services of academic, socio and emotional learning, and behavior support for each and every foster youth *Continuing to identify and support foster youth at all schools as they integrate and transition through our school programs *Continuing to strengthen connectedness and implementation of their PBIS & RP systems to decrease their out of school suspensions. Differentiated Assistance: This action is driven by our goals and the work of Differentiated Assistance. Our aim: by the end of this academic year, we aim to establish a clear, aligned, and consistently applied approach from leadership for all to use data effectively, ensuring transparent communication of best practices and student outcomes. Our Change Idea: continue to strengthen data practices and continue with the data change ideas from last the DA action plan to see improvement. For our foster youth, these systems of support being data informed will help to identify the academic needs and intervention opportunities necessary and it gives us the ability to modify and adjust our services, as needed, in we believe a more efficient and effective manner. Required action for Foster Youth with data measured by Metrics: 1.4 and 1.10, 2.1 and 2.4. Non-Personnel: Non-personnel cost for San Pasqual Academy Program Cost; including but not limited to textbook adoption, supplemental books, classroom materials, student Chromebooks, staff technology, classroom software, personal protective equipment (PPE), other supplies, other		

Action #	Title	Description	Total Funds	Contributing
		school safety costs, contracted services to support school programs, food services, facilities, and maintenance and repairs cost, Wi-Fi, internet and hotspots for students and staff. Personnel: San Pasqual Academy Supplemental Teachers (3), Reading Intervention Teacher (1), Classroom Assistant-Alt Ed (1), and Substitute Teachers. Federal Funds supporting this goal partially: *Federal Funds Expenditure Plans_$15,939: Supplemental supplies, services, and other evidence-based intervention strategies.		

Goals and Actions

Goal

Goal #	Description	Type of 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.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

SDCOE plans to utilize the data from our metrics to monitor, adjust and improve the engagement of all partners, including parents and students, in an effort to increase school connectedness and thus increase attendance while decreasing chronic absenteeism and student dropouts. Ultimately, our goal is increased graduation and postsecondary transitions to college and career.

SDCOE held regional LCAP forums for our students, parents, employees, and community partners, and we conducted surveys. One of the areas of concern is the impact of our students and families being connected to our school programs. The results of our local climate survey reveal that (per CHKS) 60% of our students now feel connected, and a part of the classroom and this is 5% greater than last year. We are unable to disaggregate the CHKS data by student group due to numbers and great instability. However, our local LCAP surveys revealed students reported a student connectedness score of 77.9% (combined Strongly Agree and Agree) and our parents/families connectedness scores were 80% (for one parent); we believe that our LCAP survey encompasses a greater amount of students.

In the analysis of our feedback and data, we strongly believe there is a connection between students' school connectedness and absenteeism. In addition, we believe there is also a connection between belonging, attending, and wanting to succeed in school. Per our surveys, our students and families are feeling more safe and connected. We are working toward understanding the reason for higher chronic absenteeism rates, albeit they have changed minimally, (.8% elementary and decreases of 2.7% high school). Our elementary is now at 60.8% and high school 25.9%, and we are committed to focusing attention on students who are Multilingual learners, long-term Multilingual learners, Students with Disabilities, lowered incomes, students who are Black, and those students experiencing housing insecurities. Further analysis and investigation is needed because our overall attendance rates have increased. In addition, our suspension rates have decreased, overall to 2.7%; however, at San Pasqual Academy, they have increased to 21.30% (an increase of 13.30%); due to their smaller

population the rates adjust for smaller numbers of students. We are working with the school and the housing staff to make progress on keeping students and staff and getting the assistance they need through our MTSS and PBIS systems.

Our graduation rates have increased for one school tremendously - Court to 70%, earning them Yellow on the Dashboard. Each student group (except Foster Youth who decreased 5.9%),however, we still earned Red overall. Hence, they currently are as follows and indicate a need to focus improvement for all students and especially those in Monarch and Community schools 2024-25 JCCS: 57%, AA: 60%, MLL: 51.3%, LTMLL: 50.9%, FY: 57.1%, Latinx 57.1%, Unhoused: 59.1%, Low Income: 57.4%, SWD: 57.4% Our school graduation rates by CDS Code: Monarch: 88%, Community: 48%, Court 70%, San Pasqual Academy:<11 students.

During the LCAP developmental process, educational partners suggested:
* Implementation of PBIS, SEL, calming spaces, and alternative learning options, along with positive reinforcement, progressive discipline, and re-entry meetings to promote attendance and student well-being.
* Use of platforms like Google Classroom, Canvas, Synergy, and parent/student portals to increase transparency, communication, and support academic progress and student advocacy.
* Emphasis on real-world exposure through field trips, guest speakers, life skills development, and diverse course offerings to prepare students for postsecondary success.
* Focus on small class sizes, one-on-one academic and emotional support, mental health resources, and a strong school culture that fosters belonging and wellness.
* Coordination among teachers, counselors, social workers, and community partners to support students' academic, emotional, and social needs.
* Strengthening parent involvement through workshops, trainings, communication tools, and opportunities for personal development.
* Increased access to visual and performing arts (VAPA) programs and varied elective courses for student engagement and exploration of career pathways.
* Expansion of school athletic programs with more equipment, services, partnerships, and in-school physical education activities to promote student involvement and health.

Through the work of the counselors, social workers, parent and family liaisons as well as the support for our attendance and data analysis, our MTSS systems and resources create conditions for all students, staff, families, and community partners to thrive in our school environments. Our attention to our systems of support, communication with one another, and our work in evidence-based practices such as restorative practices, trauma-sensitive schools, and positive behavioral interventions and supports (PBIS) are the pillars of our system that we will use to continually create the conditions for all students to thrive and continue to shape a transformative school culture that promotes the success of every student, family, and staff member. Ultimately, we believe that these systemic practices, coupled with the data from the metrics, will help us to achieve the goal of students who are graduating with options in their postsecondary pursuits.

When group size is too small to report publicly for confidentiality purposes, an * is indicated to show that it is monitored locally but not reported publicly.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of School Connectedness measured by California Healthy Kids Survey and Local Surveyf-	2022-23 CHKS Students feel connected and a part of the school community: combined moderate and high Community - 62% Court - 46% Monarch - 55% SPA ** - No Survey Adm. SDCOE – 56% School is perceived as very safe or safe: combined strongly agree and agree Community - 68% Court - 72% Monarch - 71% SPA ** - No Survey Adm. SDCOE - 69% Teachers treat students fairly and a part of the school community: combined pretty much true and very true Community - 71% Court - 61% Monarch - 48% SPA ** - No Survey Adm.	2023-24 CHKS Students feel connected and a part of the school community indicator: combined moderate and high Community - 58% Court - 41% Monarch - 54% SPA - 56% SDCOE - 55% Students feel safe at school: combined strongly agree and agree Community - 79% Court - 61% Monarch - 65% SPA - 59% SDCOE - 72% Teachers treat students fairly and a part of the school community indicator: combined pretty much true and very true Community - 66% Court - 51% Monarch - 49%	2024-25 CHKS Students feel connected and a part of the school community indicator: combined moderate and high Community - 66% Court - 38% Monarch - 54% SPA - 32% SDCOE – 60% Students feel safe at school: combined strongly agree and agree Community - 85% Court - 67% Monarch - 58% SPA - 47% SDCOE - 77% Teachers treat students fairly and a part of the school community indicator: combined pretty much true and very true Community - 79% Court - 50% Monarch - 74%	2025-26 CHKS Students feel connected and a part of the school community: combined moderate and high Community - 72% Court - 56% Monarch - 65% SPA - 65% SDCOE – 66% School is perceived as very safe or safe: Community -78% Court - 82% Monarch - 81% SPA - 80% SDCOE - 79% Teachers treat students fairly and a part of the school community: combined pretty much true and very true Community - 81% Court - 71% Monarch - 58% SPA - 75% SDCOE – 77%	Students feel connected and a part of the school community indicator: combined moderate and high Community: 4% Court: -8% Monarch: -1% SPA: -24% SDCOE: 4% Students feel safe at school: combined strongly agree and agree Community: 17% Court: -5% Monarch: -13% SPA: -12% SDCOE: 8% Teachers treat students fairly and a part of the school community indicator: combined pretty much true and very true Community: 8% Court: -11% Monarch: 26% SPA: 6% SDCOE: 5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SDCOE – 67% LCAP Survey - Priority 6 Students' Connectedness - 63.3% Parents Connectedness- 77.7%	SPA - 48% SDCOE - 60% LCAP Survey - Priority 6 Students' Connectedness - 71% Parents' Connectedness - 91%	SPA - 54% SDCOE – 72% LCAP Survey - Priority 6 Students' Connectedness - 77.9% Parents Connectedness - 80%	LCAP Survey - Priority 6 Students' Connectedness - 73.3% Parents Connectedness - 87.7%	LCAP Survey - Priority 6 Students' Connectedness: 14.6% Parents' Connectedness: 2.3%
2.2	School Attendance % Rates Synergy & CALPADS	2022-23 JCCS = 89% African American: 91% English Learner: 88% Foster Youth: 94% Latinx: 88% Low Income: 89% Students with Disabilities: 90% Unhoused: 84% Community = 87% Court =100% Monarch = 82% San Pasqual Academy = 96%	2023-24 JCCS = 90% African American: 91% Multilingual learner (EL): 90% Long Term Multilingual learner (LTEL): 91% Foster Youth: 93% Latinx: 90% Low Income: 91% Students with Disabilities: 90% Unhoused: 86% Community = 89% Court =100% Monarch = 84% San Pasqual Academy = 96%	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%	2025-26 JCCS = 95% Black: 96% Multilingual learner (ML): 93% Long Term Multilingual learner (LTML): 95% Foster Youth: 99% Latinx 93% Low Income: 94% Students with Disabilities: 95% Unhoused: 89% Community = 92% Court =100% Monarch = 87% San Pasqual Academy = 100%	JCCS = 2% Black: -1% Multilingual learner (ML): 2% Long Term Multilingual learner (LTEL): 0% Foster Youth: -5% Latinx: 2% Low Income: 2% Students with Disabilities: 1% Unhoused: 3% Community = 2% Court = 0% Monarch = 3% San Pasqual Academy = -8%
2.3	Chronic Absenteeism - % rates Synergy & CALPADS	2022-2023 JCCS K-8: 64.4%	2023-2024 JCCS K-8: 60.0%	2024-2025 JCCS K-8: 60.8%	2025-2026 JCCS K-8: 54.4%	JCCS K-8: -3.6% Black: 6.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American: 56.0% English Learner: 64.9% Foster Youth: 100% Latinx: 65.0% Low Income: 71.1% Students with Disabilities: 58.4% Unhoused: 73.2% JCCS 9-12: 38.1% African American: 24.5% English Learner: 30.7% Foster Youth: 20.9% Latinx: 28.9% Low Income: 27% Students with Disabilities: 26.4% Unhoused: 27.6% Monarch K-8: 75.0% Monarch 9-12: 62.1% Community K-8: 52.9% Community 9-12: 39.9% Court K-8: 0% Court 9-12: 0% San Pasqual Academy 9-12: 11.9% North County Academy: 40%	African American: 48.3% Multilingual learner (ML): 61.9% Long Term Multilingual learner (LTEL): 47.6% Foster Youth: 100% Latinx: 59.6% Low Income: 60.6% Students with Disabilities: 45.9% Unhoused: 69.4% JCCS 9-12: 27.4% African American: 24.6% Multilingual learner (ML): 28.0% Long Term Multilingual learner (LTML): 29.2% Foster Youth: 27.8% Latinx: 29.8% Low Income: 26.9% Students with Disabilities: 30.3% Unhoused: 41.1% Monarch K-8: 71.8%	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%	Black: 46.0% Multilingual learner (ML): 54.9% Long Term Multilingual learner (LTEL): 37% Foster Youth: 70% Latinx: 55.0% Low Income: 61.1% Students with Disabilities: 48.4% Unhoused: 63.2% JCCS 9-12: 28.1% Black: 14.5% Multilingual learner (ML): 20.7% Long Term Multilingual learner (LTML): 19.2% Foster Youth 10.9% Latinx: 18.9% Low Income: 17% Students with Disabilities: 16.4% Unhoused:17.6% Monarch K-8: 65.0% Monarch 9-12: 52.1% Community K-8: 42.9%	Multilingual learner (ML): 2.8% Long Term Multilingual learner (LTML):10.3% Foster Youth: -80% Latinx:-5.6% Low Income: -10.5% Students with Disabilities: -0.9% Unhoused: -4.2% JCCS 9-12: -12.2% Black: 1.4% Multilingual learner (ML): 4.8% Long Term Multilingual learner (LTML): -3.7% Foster Youth: 14.5% Latinx: -1.8% Low Income: -1.3% Students with Disabilities: .6% Unhoused: 5.1% Monarch K-8: -3.5% Monarch 9-12: -10.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Monarch 9-12: 57.7% Community K-8: 47.0% Community 9-12: 38.5% Court K-8: 0% Court 9-12: 0% San Pasqual Academy 9-12: 12.8% North County Academy: 30.3%	Community 9-12: 35.8% Court K-8: 0% Court 9-12: 0% San Pasqual Academy 9-12: 43.2% North County Academy: 28.6%	Community 9-12: 29.9% Court K-8: 0% Court 9-12: 0% San Pasqual Academy 9-12: 1.9% North County Academy: 30%	Community K-8: -2.9% Community 9-12: -4.1% Court K-8: 0% Court 9-12: 0% San Pasqual Academy 9-12: 31.3% North County Academy: -11.4%
2.4	School Suspension % Rates Synergy & CALPADS	2022-23 JCCS: 5.2% African American: 5.3% English Learner: 6.8% Foster Youth: 16.1% Latinx: 5.6% Low Income: 5.1% Students with Disabilities: 6.2% Two+races: 8.2% Unhoused: 7.1% Monarch: 8.7% Community: 6.5% Court: 0.0% San Pasqual Academy: 21.4% North County Academy: 34.5% Latinx : 27.9%	2023-24 JCCS: 2.8% African American: 4.3% Multilingual learner (EL): 2.9% Long Term Multilingual learner (LTEL) 3.4% Foster Youth: 5.9% Latinx: 2.6% Low Income: 2.6% Students with Disabilities: 2.9% Two+races: 3.2% Unhoused: 2.4% White: 5.4% Monarch: 2.2% Community: 4.2% Court: 0.5%	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%	2025-26 JCCS: 0.2% Black: 0.3% Multilingual learner (ML):1.8% Long Term Multilingual learner (LTML): 1% Foster Youth: 11.1% Latinx: 0.6% Low Income: 0.1% Students with Disabilities: 1.2% Two+races: 3.0% Unhoused: 2.1% White: 0.4% Monarch: 3.7% Community: 1.5% Court: 0.0%	JCCS: -2.5% Black: -1% Multilingual learner (ML): -4.1% Long Term Multilingual learner (LTML): N/A Foster Youth: -5% Latinx: -3% Low Income: -2.3% Students with Disabilities: -2.1% Two+races: -6.8% Unhoused: -5.5% White: -3.1% Monarch: -7.1% Community: -4.9% Court: 3% San Pasqual Academy: -0.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			San Pasqual Academy: 8.0% North County Academy: 27.8% Latinx: 5.6%	San Pasqual Academy: 21.3% North County Academy: 13.8% Latinx: 9.4%	San Pasqual Academy: 11.4% North County Academy: 24.5% Latinx: 17.9%	North County Academy: -20.7% Latinx: -18.5%
2.5	High School Dropouts (7-12) percentage of students by student group and by schoolSynergy & CALPADS	2022-2023 (Grades:7-12) JCCS: 5.66% African American: 3.45% English Learner: 8.97% Foster Youth 2.61% Latinx: 6.79% Low Income: 5.60% Students with Disabilities: 4.10% Unhoused: 9.58% Community: 8.28% Court: 1.55% Monarch: 5.00% San Pasqual Academy: 2.38%	2023-2024 (Grades: 7-12) JCCS: 6.40% African American: 7.89% Multilingual learner (ML): 7.22% Long Term Multilingual learner (LTML): 8.01% Foster Youth 4.90% Latinx: 6.46% Low Income: 6.63% Students with Disabilities: 6.91% Unhoused: 8.24% Community: 7.78% Court: 5.04% Monarch: 4.85% San Pasqual Academy: 2.00%	2024-2025 (Grades:7-12) JCCS: 5.20% Black: 5.11% Multilingual learner: 5.95% Long Term Multilingual learner : 7.32% Foster Youth 2.04% Latinx: 4.92% Low Income: 5.12% Students with Disabilities: 4.80% Unhoused: 6.46% Community: 5.75% Court: 3.66% Monarch: 2.74% San Pasqual Academy: 2.13%	2025-26 (Grades: 7-12) JCCS: 0.66% Black: 0.45% Multilingual learner (ML): 3.97% Long Term Multilingual learner (LTML): 3% Foster Youth: 0.61% Latinx: 1.79% Low Income: 0.60% Students with Disabilities: 0.10% Unhoused: 3.58% Community: 3.28% Court: 0.55% Monarch: 0% San Pasqual Academy: 0%	JCCS: -.46% Black: 1.66% Multilingual learner (ML): -3.02% Long Term Multilingual learner (LTML): -0.69% Foster Youth -0.57% Latinx: -1.87% Low Income: -.48% Students with Disabilities: .7% Unhoused: -3.12% Community: -2.53% Court: 2.11% Monarch: -2.26% San Pasqual Academy: -0.25%
2.6	Graduation Rate - % of 4-5 Year Graduates Cohort Synergy & CALPADS	2022-2023 JCCS: 46.13% African American: 43.75%	2023-2024 JCCS: 52% African American: 54%	2024-2025 All JCCS: 57% Black: 58%	2025-2026 All JCCS: 56.13% Black: 53.75%	All JCCS: 10.87% Black: 14.25% Multilingual learner (ML): 6.03%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learner: 45.97% Foster Youth: 56.60% Latinx: 46.07% Low Income: 45.97% Students with Disabilities: 54.55% Unhoused: 36.07% Monarch: 50% Community: 44.90% Court: 43.60% San Pasqual Academy: 66.70%	Multilingual learner (EL): 50% Long Term Multilingual learner (LTEL): 48% Foster Youth: 63% Latinx: 52% Low Income: 53% Students with Disabilities: 52% Unhoused: 45% Monarch: 58% Community: 47% Court: 61% San Pasqual Academy: 75%	Multilingual learner 52% Long Term Multilingual learner: 50% Foster Youth: 59% Latinx: 57% Low Income: 57% Students with Disabilities: 58% Unhoused: 59% Monarch: 88% Community: 48% Court: 70% San Pasqual Academy: 100%	Multilingual learner (ML) 55.97% Long Term Multilingual learner (LTEL): 53% Foster Youth: 66.60% Latinx: 56.07% Low Income: 55.97% Students with Disabilities: 64.55% Unhoused: 46.07% Monarch: 70% Community:70% Court: 70% San Pasqual Academy: 77%	Long Term Multilingual learner (LTEL): 2% Foster Youth: 2.4% Latinx: 10.93% Low Income: 11.03% Students with Disabilities: 3.45% Unhoused: 22.93% Monarch: 38% Community: 3.1% Court: 26.4% San Pasqual Academy: 33.3%
2.7	Number of Parents participating in programs for unduplicated students per - sign-in sheets; disaggregated by student groups by %	2022-23 584 parents participated in school related activities African American = 5% English Learner = 33% Foster Youth = 1% Latinx = 90% Low Income = 95% Students with Disabilities = 28% Unhoused = 44%	2023-24 561 parents participated in school related activities African American = 8% Multilingual learner (ML) = 33% Long Term Multilingual learner (LTML) = 2% Foster Youth = 2% Latinx = 81%	2024-25 421 parents participated in school related activities Black: 2% Multilingual learner = 35% Long Term Multilingual learner (LTML) = 0% Foster Youth = 2% Latinx = 86% Low Income = 95%	2025-26 642 parents participated in school related activities Black: 12% Multilingual learner (ML) = 38% Long Term Multilingual learner (LTMLL) = 7% Foster Youth = 5% Latinx = 76% Low Income = 95%	163 less parents participated in school related activities Black: 3% Multilingual learner (ML) = 2% Long Term Multilingual learner (LT,L) = -2% Foster Youth = 1% Latinx = - 4% Low Income = 0% Students with Disabilities = 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Low Income = 93% Students with Disabilities = 35% Unhoused = 24%	Students with Disabilities = 29% Unhoused = 56%	Students with Disabilities= 28% Unhoused = 37%	Unhoused = 12%
2.8	Percent of parent participation in programs for students with exceptional needs	2022-23 Friendship parent IEP participation 100% JCCS parent IEP participation 95%	2023-24 Friendship parent IEP participation 100% JCCS parent IEP participation 99%	2024-25 Friendship parent IEP participation 100% JCCS parent IEP participation 99%	2025-26 Friendship parent IEP participation 100% JCCS parent IEP participation 100%	Friendship parent IEP participation 0% JCCS parent IEP participation 4%
2.9	Percentage of Parents/Guardians in SDCOE involved in school decision-making (includes parent involvement related to District Advisory Council (DAC), District English Learner Advisory Council (DELAC), Local Control and Accountability Plan (LCAP) forums, surveys, and School Site Councils (SSC) have representation from educational partners in each CDS Code	2022-23 100% of district governance groups are compliant and solicit parent input	2023-24 100% of district governance groups are compliant and solicit parent input	2023-24 100% of district governance groups are compliant and solicit parent input	2025-26 100% of district governance groups are compliant and solicit parent input	0% of district governance groups are compliant and solicit parent input

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 2 and its Actions 1, 2, 3, 4, 5, and 6 have been carried out as designed and produced great results in getting our educational partners to assist the school and their children in being successful in their goal of learning and engagement.

Some of our successes this year were because of our responsive to our educational partners' wishes; we created multiple in-person, hybrid, and virtual experiences with advisory councils, trainings, surveys and leadership development. We returned to in-person LCAP forums and they continue to be well attended; we also offered hybrid and one virtual forum to capture as many educational partners as possible. However, we noticed a significant decline in parents attending parent engagement activities through the year due to concerns about the immigration activities.

The greatest challenge in our system with parent and community engagement is scheduling a time that fits for all who desire to be involved. We creatively addressed this challenge by coupling parent meetings with student after school activities as well as by providing community opportunities in person and online; this provides us with the greatest sources of effectiveness and success. Also, attendance at our forums were so robust, many (parents & community partners) didn't feel the need to complete the LCAP survey.

Our success in increased attendance rates, our decrease in suspension rates, and increased graduation rates were opportunities to celebrate our strategies as well. We continue to have a challenge in our suspension rates for our foster youth.

Our final challenge appears to be our enrollment of students as they leave our court system; this is something we are working on as a system with our probation partners. This challenge is one that multiple partners are engaged with solving, in addition to our chronic absenteeism rates for elementary and high school.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences in planned actions refers to those exceeding 10% in FY2026; these differences did not impact our planned percentage.

Goal 2, actions 1 and 3 show material differences:

Action 1 estimated actual expenditures will be 11% below the adopted LCAP budget, primarily due to temporary vacancies in Social Worker and Classroom Assistant Ald Ed positions.

Action 3 estimated actual expenditures will be below the adopted LCAP budget by 11%, primarily due to temporary vacancies in Social Worker and Classroom Assistant Ald Ed positions.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The goal of educational partner engagement, through our robust MTSS structure, is effectively creating the culture for students' needs to be met and for families who need us most, as evidenced by their increased attendance and graduation rates with a decreased chronic absenteeism and suspension rate, as well as a decrease in dropout rates at all schools but San Pasqual Academy. The data suggest that our structures, personnel, and systems have been diligent in consistently ensuring students and families are engaged, their needs are being assessed, and referrals are made as needed. In addition, the graduation rate (Metric 2.6) has improved, we believe through the diligence of staff and the motivation of the Personal Learning Plans, coupled with a plethora of postsecondary options; however, it is not yet at the required 67% to avoid CSI and Red determination (except Court) and so we continue to do what is in our power (Action 2.5 - Metric 2.6) The levels of safety and connectedness continue to rise (except in Monarch and SPA there is a great need) as evidenced by our CHKS and our LCAP surveys, while fairness with all schools seem to be increasing as evidenced by (Action 2.1 - Metric 2.1)

Our VAPA partners and other school connectedness opportunities are proving fruitful in our students' engagement with increased attendance (Action 2.2, Metric 2.2 & 2.3) and graduation rate (Metric 2.6). The MTSS structure allows for support in both academics, through our efforts at intervention, as well as our PBIS system, which provides support for behavior, and social and emotional needs. The decrease in suspensions along with the survey and feedback helps us to see the effectiveness of the efforts. (Actions 2.3, 2.4 - Metric 2.1 &. 2.4) The amount of families of unduplicated students that participated in the LCAP forums and gave valuable input continues to be significant, and this year students attended with their families; this engagement has helped to maintain a 100% participation rate in each of our advisory committees, SSCs and ELACs, and they have functioned with great parent, student, and community support (Action 2.6 & Metric 2.9). For our students with disabilities, the action is to ensure we are partnering with parents for the benefit of the child, and therefore, we maintain a hybrid option for parents to participate. This has helped us to maintain a 99% rate of parent/guardian attendance at IEPs in JCCS and 100% at Friendship School (Action 2.6 - Metric 2.8, 2.9c). These numbers continue to indicate parents' desire to be a partner with the educational system and their communities for their students. Finally, our goal of providing learning opportunities for parents to support their child (Action 2.6- Metric 2.7) was fulfilled; our survey and forum feedback show effectiveness by active engagement in the process and it shows by the number of surveys (Metric 2.1) that highlight the importance of having their parents involved.

The addition of the parent portal was the most requested and is working as a significant improvement for our system; in addition, we have improved communications through text, email, and calls (using Finalsite Connect) and also through staff. Planning and developing the portal for teachers and staff has been more complex than originally thought, however, it was successfully launched. It began in July 2025 for use in registration by parents, students, and partners, and it has proven quite beneficial. As a result, it's use will be expanded to all school programs in 2026-27. It has proven to be a comprehensive space for students and families to keep track of attendance, behavior, and academic work leading to greater success overall.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

There are no changes to the goal itself, as we believe that we are improving with our students and we will continue to work toward that end. In addition, out of respect for our partners we have adjusted the student group name African American to Black to be more inclusive our our Haitian, other Afro Latinx and African students in our Year 2 Outcomes as well as our Target for Year 3 Outcome metrics as well.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Creating a positive school culture/transformational environment	All certificated and classified classroom personnel are committed to creating a positive school culture through a transformational and therapeutic environment that is supportive of the most effective and efficient ways to serve students and families. In addition, to combat chronic absenteeism and increase student attendance and achievement, we will support all SDCOE students and specifically students with disability and students who are experiencing housing insecurity. Per our 2025 dashboard results, we will also target that support to student who are Multilingual learners, long term Multilingual learners, students who are Black, and those who are impacted by a lowered income. The Monarch School will continue to increase their connectedness while decreasing rates of Chronic Absenteeism; we will specifically monitor all students and improve these rates for students impacted by lowered incomes, students who are experiencing housing insecurity, and students with disabilities; in addition, (2025) we will focus efforts on Multilingual learners, and students who are Latinx. Community schools will strengthen their support in efforts to combat chronic absenteeism for all students as well as those who are low income and Latinx. Finally we will deploy our resources and time to decrease suspension for our Foster Youth. Through the strengthening of our MTSS systems and implementation with fidelity of our PBIS and RP programs, this data can continue to improve. This is a required action and it will be measured via Metric 2.1, 2.2, 2.3 and 2.5. Through continued and ongoing professional learning we will continually develop and refine our systems designed to meet the needs of all student and faculty/staff in both academic and behavior support in a positive manner. Included are:	$1,158,358.00	Yes

Action #	Title	Description	Total Funds	Contributing
		*Our consultants and guest teachers that help us to support the system in implementing a trauma-sensitive lens and restorative practices approach to meeting our students needs *Ongoing social emotional learning (SEL) support for staff and students *Expansion of the development of our PBIS system to ensure that it is properly implemented with fidelity *The use of assistants in the classrooms/programs to provide small group and other monitoring and support as needed for overall student engagement and success *Targeted staff to support the Multi-Tiered System of support, positive behavioral Interventions and supports (PBIS), social and emotional support, and academic support Non-Personnel: Contracted services for staff professional development (MTSS, SEL, PBIS) Personnel: Campus Youth Advocate (1.5), School Social Worker (1.5), Program Specialist Social Worker Services (0.5), and Classroom Assistants (10) Expenditure Plans supporting this goal partially: Federal Funds supporting this goal partially: *Federal Funds Expenditure Plans_$9,125: Supplemental supplies, services, and other evidence-based intervention strategies.		
2.2	Activities to promote student engagement and decrease chronic absenteeism while improving connectedness	Our robust visual and performing arts (VAPA) is coordinated and implemented by our VAPA coordinator and based on students' requests in an effort to promote further engagement with the school program and also to improve student engagement, connectedness, and decrease chronic absenteeism for of our students. The after-school programming is grant-funded and the athletics are instituted in all spaces possible. In addition, we provide: *Visual and performing arts integration with the educational program *Expansion of career ideas in the arts and opportunities to explore those *Athletic supplies and services	$1,049,393.00	Yes

Action #	Title	Description	Total Funds	Contributing
		*During school athletics through physical education program (where possible) *After-school learning program and sports program (ASSETS/ASES) *The opportunity to expand and learn in an extended school day and offer a variety of athletic opportunities (where possible) This is a required action and it will be measured via Metric 2.1, 2.2, 2.3 and 2.5. Non-Personnel: Expanded Learning- ASES and ASSETS program cost, high school athletics program supplies and services, and VAPA program cost, bus passes, field trips cost, student led conferences and other services; including operating cost. Personnel: Visual & Perf Arts Technician (1) Federal Funds supporting this goal partially: *Federal Funds Expenditure Plans_$585,276: Supplemental supplies, services, and other evidence-based intervention strategies.		
2.3	Services and actions to decrease suspension rates	All certificated and classified classroom staff are working to create a positive school culture through the support of our PBIS system in addition to training in restorative practices. We will work to decrease the use of out-of-class suspensions by utilizing our check-in and check-out systems, community circles, as well as our support for students and families needing social and emotional support. We will prioritize support for all students in JCCS while continuing to prioritize support for Monarch, San Pasqual Academy. (NCA is now closed). Specifically, at SDCOE, we will work to provide support and decrease suspensions for all students, specifically for our students who are Black, Multilingual learners, experiencing housing insecurity, are two or more races, impacted by the foster care system, and those impacted by a lowered income; in addition, we will work to decrease these rates for White students (2024) and foster youth (2023 and 2025). At Monarch we will continue to monitor these rates for all students and specifically monitor and	$1,158,358.00	Yes

Action #	Title	Description	Total Funds	Contributing
		improve these rates for students impacted by lowered incomes, students who are experiencing housing insecurity, students who are English learners, Latinx, and students with disabilities. At SPA we will specifically work to decrease these rates for all student inclusive of the students who are impacted by the foster care system and those who are impacted by a lowered income. This is a required action and will be measured via Metric 2.4. This action is also directly correlated with our goals and the work of Differentiated Assistance, through the work of our MTSS and our monthly data analysis, we have and will continue to highlight and address the needs of the foster youth in our system utilizing the tools received in our DA. We intend to continue improvement in this area. To assist in these efforts, we will provide: *Targeted personnel to assist with carrying out the processes for restorative practices *Refresh of professional learning in restorative practices and tools to encourage appropriate behaviors *Expansion of our PBIS system ensuring fidelity in each aspect of the support, including teaching appropriate behaviors and following in flowcharts *Expansion of the use of the PERTS Elevate survey with more school programs to help provide both insight and strategies to improve practice and learning conditions for all to thrive Non-Personnel: Contracted services for staff professional development (MTSS, SEL, PBIS) Personnel: Campus Youth Advocate (1.5), School Social Worker (1.5), Program Specialist Social Worker Services (0.5), and Classroom Assistants (10). Federal Funds supporting this goal partially: *Federal Funds Expenditure Plans_$9,125: Supplemental supplies, services, and other evidence-based intervention strategies.		

Action #	Title	Description	Total Funds	Contributing
2.4	Support for our MTSS structure through data collection/analysis	To support our students through our MTSS structure, meeting the needs of students and families efficiently and effectively and ensuring continuous improvement, we have to maintain and improve our data systems. This data helps us to plan, intervene, teach, and reward the students in learning and responding to the necessary interventions, as needed. These systems address the needs of students and families in absences, behavior support, as well as academic support. Differentiated Assistance: This action helps to support our goals and the work of Differentiated Assistance, these data points help the system to analyze themselves and need for improvement as well as modifications and intervention as necessary. Our foster youth are the focus due to their movement and need for systems to support their growth as well as their many needs for collaboration in their wrap around services; MTSS provides that necessary structure. Also, their needs for behavioral support is ongoing in the PBIS and RP approaches. The assessment and data team, data technicians, as well as the instructional staff, will continue in this effort by: *Ensuring assessment and the monitoring of all students' information is complete to inform the development of Personal Learning Plans for each student, including both academic and behavioral/social emotional *Ensuring data is efficiently collected to inform the Multi-Tiered System of Support (MTSS) structure *Utilizing the assessment support technicians for CALPADS data (attendance, suspensions, chronic absenteeism) as well as support for the collection and dissemination of other data *Continuing to administer the California Healthy Kids Survey annually for measurement and improvement *Utilizing the AIM team to analyze and respond to attendance - monitoring those at risk of being chronically absent and notifying proper staff for support * Continuing to provide disaggregated data at Leadership and DELT meetings for proper monitoring to determine successful strategies and	$1,371,939.00	Yes

Action #	Title	Description	Total Funds	Contributing
		opportunities for improvement in chronic absenteeism, suspensions and attendance *Programs addressing parenting for fathers, specifically as well as mothers *Training parents/guardians to utilize the parent and student portals in an effort to stay engaged and assist students in advocating for themselves and their success *Expanding wellness centers with tangible resources supporting basic needs *Expanding access to more digital literacy (Microsoft suite and PC Computers as well) Non-Personnel: student data school software - Illuminate, Promis, and Renaissance Personnel: Supv I, JCCS Student Data and Achv (1), Systems Technician II (1), Student Support Specialist (10), Program Data Technician (1), and Attendance Technician (4) Federal Funds supporting this goal partially: *Federal Funds Expenditure Plans_$1,047,117: Supplemental supplies, services, and other evidence-based intervention strategies.		
2.5	Supportive services for improved engagement to increase graduation rates	The task of increasing graduation rates is one that is shared by many personnel in school programs. It is especially a focus of the teacher, the student and family, as well as the school counselor and others that are instrumental in creating opportunities for success with graduation. In JCCS, we offer a variety of approaches to school programs and options for paths toward graduation. Our school counselors lead this work. We provide transcript review and options for coursework completion, classroom or independent study options, as well as consistent motivation to complete the diploma. We will continue to provide a plethora of options, motivation, and monitoring for successful completion to all of our students in SDCOE, especially our students who are Black, Multilingual learners, long-term Multilingual learners, Latinx, impacted by the foster care system,	$1,014,894.00	Yes

Action #	Title	Description	Total Funds	Contributing
		experiencing housing insecurity, impacted by a lowered income, and students with disabilities. We will give prioritized attention to all students at Community Schools, especially students who are Latinx, Multilingual learners, long-term Multilingual learners, students who are experiencing housing insecurities, students impacted by a lowered income, and students with disabilities. At our Court Schools, we will give priority to our students who are Latinx and those who are impacted by a lowered income (which is the entire population by definition as wards of the court) as well as Students with Disabilities. District Assistance: This action is also directly correlated with our goals and the work of Differentiated Assistance, through our monthly data analysis, we have and will continue to highlight and address the needs of the foster youth in our system utilizing the tools received in our DA. This year we are even more focused on our foster youth outside of San Pasqual Academy, as SPA had a 100% graduation rate as monitored and measured locally, and ensuring they have the coordination of services and overall opportunities necessary for graduation. This is a required action and will be measured via Metric 2.6. To assist in improving graduation rates, we will continue to: *Provide opportunities for motivation through varied forms of educational programs *Offer clarity of expectations and proper placement *Create personalized learning plans to encourage goal setting toward postsecondary options *Engage parents in the planning, implementation and monitoring of the personal learning plan *Provide opportunities for career exploration and college enrollment Non-Personnel: None Personnel: Counselor (5) and Substitute Counselors		

Action #	Title	Description	Total Funds	Contributing
		Federal Funds supporting this goal partially: *Federal Funds Expenditure Plans_$192,150 Supplemental supplies, services, and other evidence-based intervention strategies.		
2.6	Parent engagement, involvement, and leadership	The parent and family liaisons will continue to promote parent involvement and engagement and implement the parent/family plan; in addition: **Offer parent education to enhance home and school partnerships as well as cater to parental interests *Provide education on: restorative practices; trauma-sensitive schools; learning and behavior; U.S. school system; and other topics selected by parents and families (i.e., from parent meetings, surveys and LCAP Forums) *Provide translation as needed for all events *Continue transportation to and from school and community leadership opportunities *Expand parent/community volunteer and leadership and educational (college and career readiness) opportunities *Develop and implement a plan to train and engage parents in the new parent portal system for the purpose of accessing attendance patterns, grades for coursework, assessment results, *Analyze, review, revise, and refine internal and external communication systems to ensure alignment of messaging and engagement of students, parents, and staff with the school *Provide supports for parents to gain knowledge and understanding of the instructional program and their role as leaders in the DPAC/DELAC, SSC/ELAC, and LCAP forums, etc. *Work to increase the amount of Multilingual learner (EL) parent involvement. This is a required action and will be measured via Metric 2.7, 2.8, & 2.9. Non-Personnel: parent/family meeting, workshop supplies, and services, workshop supplies, transportation, and services for community partners involvement, translation services for parent/family meetings, workshop supplies, transportation, and services for community partners Involvement.	$999,190.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Personnel: Parent and Family Liaison (5) and CCSPP Grant Coordinator (1) Federal Funds supporting this goal partially: *Federal Funds Expenditure Plans_$163,531: Supplemental supplies, services, and other evidence-based intervention strategies.		

Goals and Actions

Goal

Goal #	Description	Type of 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.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
Priority 10: Foster Youth – COEs Only (Conditions of Learning)

An explanation of why the LEA has developed this goal.

According to our Dashboard (2025), our students scores were Yellow (16.3%) overall on Priority 8 - Career and College Indicator with Monarch and SPA not having enough to measure. In addition, Court scored Orange (12.2%) while Community entered Yellow (14.2%). We had fewer students concurrently enrolled in college classes, as other opportunities became more available. In an effort to address this area, although challenging for our alternative program, we heard the feedback from our educational partners at our regional LCAP Forums as well as our surveys. The feedback from students, families, and other educational partners, as well as research, tells us there is a need for students who have been traditionally underserved and at-promise to have access to professionals who can assist with transitioning through our schools and toward a plethora of postsecondary options. Through our Personal Learning Plans and MTSS structure, we work to ensure support for each student efficiently and expediently. Through the use of the metrics in this goal as well as the actions, we plan to achieve our goal of greater preparedness and success in transitions to college and career for our students.

Educational Partner feedback for Court, Community, Monarch, and SPA schools highlights a strong appreciation for existing programs in career and college readiness, mental health support, and student engagement through small class sizes and individualized attention. Educational partners urge continued investment in hands-on learning experiences, community partnerships, and life skills education to better prepare students for postsecondary success. Recurring recommendations include expanding Career and Technical Education (CTE), dual enrollment, and real-world learning opportunities such as internships, mentorships, and field trips. Concerns were raised about access barriers—especially for foster youth—as well as the need for better communication, stronger teacher-student relationships, and more

consistent postsecondary planning support. There is also a clear desire to enrich school life with extracurricular activities, arts, athletics, and leadership opportunities that foster motivation and identity development. These ideas are summarized as follows:

*Increase access to diverse CTE programs, certifications, and hands-on training such as auto mechanics, welding, cosmetology, and internships to support postsecondary readiness
*Continue and expand college field trips, dual enrollment, mock interviews, senior seminars, scholarship support, and early exposure starting in middle school
*Offer courses and workshops in financial literacy, driver's education, job readiness, taxes, and independent living skills, especially for foster and first-generation students
*Provide career ready clothing to our students
*Leverage arts, horticulture, VAPA, Project Aware, and junior college connections to enrich learning and provide real-world experiences
*Increase availability of sports, clubs, leadership programs, student jobs, and cultural events to foster motivation and engagement
*Expand access to mental health services, counseling, and mentorships while fostering stronger student-teacher relationships and personalized guidance
*Increase communication, workshops, and educational support to help families guide students through postsecondary pathways and access resources
*Access Barriers: including transportation, technology, re-entry planning, and support services for foster youth and students in detention

A holistic approach to student success that connects academic, social, and emotional development is essential for improving long-term outcomes. Our work with transition and rehabilitation for expulsion is exemplary, per the State, and we have revised our plans this year to ensure they are compliant with new policies and education codes. Our transition plan is recognized by the state as an exemplary model. In our schools, this work is done by a team of professionals, most often led by our transition technicians in conjunction with our counselors.

When group size is too small to report publicly for confidentiality purposes, an * is indicated to show that it is monitored locally but not reported publicly.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Number of Students concurrently enrolled in college courses - and student group % Synergy	2022-23 165 Students concurrently enrolled African American = 9% English Learner = 24% Foster Youth = 9% Latinx = 72%	2023-24 190 Students concurrently enrolled African American = 15% Asian = 1%	2024-25 139 Students concurrently enrolled Black = 17% Asian/PI = 1% Foster Youth = 4%	2025-26 175 Students concurrently enrolled Black = 12% Asian = 3%	26 less Students concurrently enrolled Black = 8% Asian = 0% Foster Youth = -5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Low Income = 95% Students With Disabilities = 24% Unhoused = 22%	Foster Youth = 8% Latinx = 64% Multilingual learner (EL) = 23% Long Term Multilingual learner (LTEL) = 19% Low Income = 95% Native American = .5% Two or more races = 5% White = 13% *Note 5% identified as White are from Arabic countries Students With Disabilities = 26% Unhoused = 32% Court = 35% Community = 48% Monarch = 10% San Pasqual Academy = 7%	Latinx = 69% Multilingual Learner = 33% Long Term Multilingual learner (LTEL) = 0% Low Income = 93% Native American = 1% Two or more races = 3% White = 9% Students With Disabilities = 23% Unhoused = 14% Court =45% Community =39% Monarch = 12% San Pasqual Academy = 4%	Foster Youth =10% Latinx = 75% Multilingual learner (EL) = 31% Long Term Multilingual learner (LTEL) = 24% Low Income = 95% Native American = .05% Two or more races = 5% White = 13% *Note 5% identified as White are from Arabic countries Students With Disabilities = 28% Unhoused = 38% Court = 40% Community = 52% Monarch = 15% San Pasqual Academy = 12%	Latinx = -3% Multilingual learner (EL) = 9% Long Term Multilingual learner (LTEL) = -19% Low Income = -2% Native American = .5% Two or more races = -2% White = 4% Students With Disabilities = -1% Unhoused = -8% Court = 10% Community = -9% Monarch = 2% San Pasqual Academy = -3%
3.2	Number of CTE Course Enrollment (Passed with C or more) and student group % also CCI Dashboard Metric	2022-23 275 CTE Successful Enrollment African American = 12% English Learner = 27% Foster Youth = 12% Latinx = 73% Low Income = 95%	2023-24 386 CTE Successful Enrollment African American = 9% Multilingual learner (EL) = 31%	2024-25 380 CTE Successful Enrollment Black = 14% Multilingual learner (EL) = 28%	2025-26 302 CTE Successful Enrollment Black = 12% Multilingual learner (EL) = 31%	105 more CTE Successful Enrollment Black = 2% Multilingual learner (EL) = 1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Native American = 0.3% Students With Disabilities = 27% Two or More Races = 3% Unhoused = 31% White = 11%	Long Term Multilingual learner (LTEL) = 27% Foster Youth = 12% Latinx = 70% Low Income = 96% Native American =.02% Students With Disabilities = 36% Two or More Races = 5% Unhoused = 9% White = 9% **Note 9 students or 2% identified as White are from Arabic countries 2023-24 CCI Dashboard - Baseline All: 13.6% Multilingual learner: 13.2% Longterm Multilingual learner: 16.2% Latinx: 11.3% Unhoused: 13.1% Low Income: 13.9% Students With Disabilities: 8.9%	Long Term Multilingual learner (LTEL) = 0% Foster Youth = 10% Latinx = 75% Low Income = 97% Native American = 0% Students With Disabilities = 33% Two or More Races = 4% Unhoused = 2% White = 6% API = 1% 2024-25 CCI Dashboard All: 16.3% Multilingual learner: 13.9% Longterm Multilingual learner: 14.9% Latinx: 17.3% Unhoused: 19.3% Low Income: 16.3% Students With Disabilities: 20%	Long Term Multilingual learner (LTEL) = 32% Foster Youth = 10% Latinx = 75% Low Income = 95% Native American =1% Students With Disabilities = 30% Two or More Races = 5% Unhoused = 35% White = 15% 2025-26 CCI Dashboard All: 18.6% Multilingual learner: 18.2% Longterm Multilingual learner: 21.2% Latinx: 16.3% Unhoused: 18.1% Low Income: 18.9%	Long Term Multilingual learner (LTEL) = -27% Foster Youth = -2% Latinx = 2% Low Income = 2% Native American = -.03% Students With Disabilities = 6% Two or More Races = 1% Unhoused = -29% White = -5% CCI Dashboard All: 2.7% Multilingual learner: 0.7% Longterm Multilingual learner: -1.3% Latinx: 6% Unhoused: 6.2% Low Income: 2.4% Students With Disabilities: 11.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Foster Youth: 17.6% Black = 18.2% Asian/PI = * Two or more races: 20% White = 20%	Foster Youth: 26.5% Black = 10.2% Asian/PI = * Two or more races:* White = 25%	Students With Disabilities: 13.9% Foster Youth: 22.6% Black = 23.2% Asian/PI = * Two or more races: 25% White = 25%	Foster Youth: 8.9% Black = -8% Asian/PI = * Two or more races:* White = 5%
3.3	Number of industry recognized certifications Serve Safe/ First Aid-CPR Certificate	2022-23 103 Serve Safe - 19 First Aid/CPR African American = 18% - 16% English Learner = 18% - 47% Foster Youth = 8% - 21% Latinx = 58% - 79% Low Income = 39% - 89% Native American = 1% - 0% Students With Disabilities = 39% - 37% Two or More Races = 6% - 5% Unhoused = 0% - 0% White = 17% - 0%	2023-24 92 Serve Safe- 24 First Aid/CPR African American = 18% - 13% Multilingual learner (EL) = 26% - 58% Long Term Multilingual Learners = 19% - 49% Foster Youth = 1% - 21% Latinx = 63% - 83% Low Income = 95% - 100% Asian = 1% - 0% Native American - * Students With Disabilities = 38% - 17% Two or More Races = 5% - 4%	2024-25 67 Serve Safe 5 First Aid/CPR Black = 6%/0% Multilingual learner = 24%/20% Long Term Multilingual Learners = 0%/0% Foster Youth = 0%/0% Latinx = 79%/ 100% Low Income = 94%/100% Asian = 0%/0% Native American - 0%/0% Students With Disabilities = 48%/ 0% Two or More Races = 3%/0 Unhoused = 3%/20%	2025-26 113 Serve Safe - 21 First Aid/CPR Black = 20% - 18% Multilingual learner (EL) = 20% - 50% Long Term Multilingual Learners = 24% - 54% Foster Youth = 10% - 25% Latinx = 65% - 85% Low Income = 50% - 95% Native American = 4% - 1% Students With Disabilities = 45% -40% Two or More Races =10% - 8% Unhoused = 5% - 5% White = 17% - 0%	36 less Serve Safe- 14 less First Aid/CPR Black = -12% /-16% Multilingual learner (EL) = 6% / -27% Long Term Multilingual Learners = -19%/-49% Foster Youth = -8% /-21% Latinx = 21% / 21% Low Income = 55% /11% Asian = -1%/0% Native American= -1%/0% Students With Disabilities = 9% / -37% Two or More Races = -3% /-5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Unhoused = 4% - 13% White = 12% - 0%	White = 12%/0		Unhoused = 3% / 20% White = -5% / 0%
3.4	Percent of foster youth who are immediately enrolled and placed in appropriate courses per state and local statue per Foster Focus database/CWS database	2022-23 100% of foster youth are immediately enrolled and placed in appropriate courses per state and local statute.	2023-24 100% of foster youth are immediately enrolled and placed in appropriate courses per state and local statute.	2024-25 100% of foster youth are immediately enrolled and placed in appropriate courses per state and local statute.	2025-26 100% of foster youth are immediately enrolled and placed in appropriate courses per state and local statute.	0% change in foster youth immediately enrolled and placed in appropriate courses per state and local statute.
3.5	Percent of districts involved in foster youth coordination process	2022-23 100% of the 42 districts are involved in the coordination process	2023-24 100% of the 42 districts are involved in the coordination process	2024-25 100% of the 42 districts are involved in the coordination process	2025-26 100% of the 42 districts are involved in the coordination process	0% change in the 42 districts involved in the coordination process
3.6	Number/percent of students expelled and outcomes toward reinstatement/ postsecondary options	2022-23 90 Expelled students eligible for reinstatement: 63 Reinstated (70%) 14 With JCCS (Plan not met) 6 Graduated/1 HiSET 3 Moved 1 Dropout 2 Adult School	2023-24 61 Expelled students eligible for reinstatement: 42 Reinstated 69% Chose to stay with JCCS 4 With JCCS (Plan not met) 8 Graduated/2 HiSET 2 Court 1 Dropout 2 Adult School 1 Placement 1 Charter	2024-25 62 Expelled students eligible for reinstatement: 45 Reinstated 18% remained JCCS 1 With JCCS (Plan not met) 5 Graduated 4 Court 1 Dropout 1 Adult School 3 Charter 1 AWOL (Absent without Leave)	2025-26 Of students expelled, 90% are eligible to return even if they choose not 90% Reinstated 2% remained JCCS (Plan not met) 3% Graduated/ HiSET 0% Court 0% Dropout 2% Adult School 2% Placement 1% Charter	28 less Expelled students eligible for reinstatement: 18 Reinstated 13 With JCCS (Plan not met) 1 Graduated/2 HiSET N/A Court 0 Dropout 1 Adult School N/A Placement: N/A AWOL N/A Charter

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					0% AWOL	

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 3 and its Actions, 1, 2, and 3 were carried out as described and as planned in an effort to increase both the level of postsecondary planning as well as preparation for post secondary transition as evidence by our local data. Our greatest success/challenge was in our ability to increase the number of students who were enrolled concurrently and to increase CTE offerings across the county. We were able to increase CTE; however, the number of students enrolled concurrently decreased by a few. We also have had a slight decrease in the number of students earning industry recognized certificates. According to our students, as they took on more opportunities for the specialty programming they were less willing to stretch themselves. Overall, each action of this goal was carried out as planned by the program.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences in planned actions refers to those exceeding 10% in FY2026

Based on this criteria, there are no material differences to report for any of the actions in Goal 3 and no impact to the planned or improved services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Goal 3 and its Actions, 1, 2, and 3 were effective in our efforts to sustain both the level of postsecondary planning as well as preparation for post secondary transition. We had an increase in students taking pre apprenticeship style courses; our students reported their hesitancy in taking a college course while completing the intensity of a pre apprenticeship course.

Through the work of our counselors, transition technicians and our CTE personnel, we have effectively stayed consistent in the number of students who are concurrently enrolled in community college courses (Action 3.1, Metric 3.1) despite our decrease in enrollment; these numbers slightly decreased despite the best efforts.

The number of students successfully passing a CTE course(s) and ensuring students have access to industry recognized certifications (Action 3.2 and Metric 3.2 and 3.3) decreased slightly; however, we have also been able to increase and scale our offerings. The effectiveness has been reported in both the data of the dashboard, the surveys and our local context. In response to this data, for example,

Court, Community, and Monarch have dedicated systems to assist their students in preparing for postsecondary options as evidenced by our Yellow on the dashboard.

Our educational partners expressed gratitude and a desire to expand our offerings in career and college readiness, while thinking of the whole child by offering mental health support and individualized attention. Educational partners also urged continued investment in hands-on learning experiences, community partnerships, and life skills education to better prepare students for postsecondary success. We continue to meet the need of our foster youth and expelled youth through transition and coordination, as well as reinstatement and postsecondary planning, respectively. (Action 3.3 and Metrics 3.4, 3.5 & 3.6)

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

There are no changes to the goal itself, as we believe that we are improving the postsecondary planning and preparation with our students and we will continue to work toward that end. However, we added CCI Dashboard Indicator for years 2023-24 and 2024-25 as they were not in the metrics in 2022-23. In addition, out of respect for our partners we have adjusted the student group name African American to Black to be more inclusive our our Haitian, other Afro Latinx and African students in our Year 2 Outcomes as well as our Target for Year 3 Outcome metrics as well. Finally, I corrected the Year 3 Outcome % in Metric 3.6 to represent the proportional expectations.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Increase the number of students enrolled in postsecondary planning and preparation	JCCS is preparing students for a variety of postsecondary options including concurrent enrollment in college for our students, CTE course enrollment, and successful completion of industry recognized certifications. This is in direct support of the College and Career Indicator on our Dashboard. This indicator is difficult for JCCS programs as the requirements do not align well with our program, which includes mostly students with short-term enrollments. However, we persist. To this end, we will support all JCCS students in achieving their goals and specifically we will strive to improve planning and attainment for students who are Multilingual learners (MLL), Latinx, unhoused, and students impacted by a lowered income. We will give priority of services to our students who attend our Community schools (specifically students who are	$1,014,894.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Multilingual Learners (MLL), Latinx, unhoused, students impacted by a lowered income, and students with disabilities). At our Court Schools, we will ensure priority of services are given to foster youth. Finally, at Monarch School, we will ensure priority of services are given to students who are Multilingual Learners (MLL), Latinx, unhoused, and students impacted by a lowered income. The services provided include attention to academic, behavioral, social and emotional needs. We support this action by using our MTSS structure and by: *School counselors implementing a comprehensive school guidance program and improving postsecondary planning for students and families. *Direct guidance and counseling services relevant to sequential development of students as related to college and career development, academic development, and social and emotional development *Constructing personalized learning plans with students, and helping students to visualize and establish their education and career goals *Counseling students, parents/guardians, and educational partners for the purpose of enhancing student success in school *Assisting students and staff with financial aid, college enrollment, tours and follow-up *Providing individual student counseling, group counseling, and parent/guardian conferencing This is a required action and it is measured by Metric 3.1. Non-Personnel: None Personnel: Counselor (5) and Substitute Counselors Federal Funds supporting this goal partially: *Federal Funds Expenditure Plans_$192,150: Supplemental supplies, services, and other evidence-based intervention strategies.		
3.2	Ensure access to Career Technical	The work of exploring career pathways and expanding potential career opportunities fall within the guidelines of our CTE teachers and work	$2,547,399.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Education (CTE) pathways & Industry recognized certifications	readiness staff. Together, they work toward coordinated efforts to increase and integrate CTE for all students. As an alternative program, we are not yet providing completed pathways, however, our goal is to make that happen for our students with the assistance of our community college partners. We will support all JCCS students in achieving their goals and specifically we will strive to improve planning and attainment for students who are Multilingual Learner (MLL), Latinx, experiencing housing insecurity, and students impacted by a lowered income. We will give priority of services to our students who attend our Community schools (specifically students who are Multilingual Learner (MLL), Latinx, unhoused, students impacted by a lowered income, and students with disabilities). At our Court schools we will ensure priority of planning services are given to foster youth. Finally, at Monarch School, we will ensure priority of services are given to students who are Multilingual learner (MLL), Latinx, unhoused, and students impacted by a lowered income. More specifically, this action seeks to: *Increase connection with industry partners to support the expansion of CTE pathways and course offerings *Continue to increase integrated CTE pathways and course offerings to provide equitable access for all JCCS students *Continue to support instructors, personnel, and expanding curriculum with resources and material relevant to our population in accordance with industry expectations *Create access to industry recognized certifications *Expand internship opportunities *Provide career ready clothing to our students This is a required action and will be measured by Metric 3.2 & 3.3. Non-Personnel cost - supplies, non-capital assets, capital outlay, and services for CTE program		

Action #	Title	Description	Total Funds	Contributing
		Personnel: CTE Workability Program Analyst (1) Work Readiness Assistant (3), Office Assistant II (1), Counselor (1), and Temporary CTE Instructors (24) Federal Funds supporting this goal partially: *Federal Funds Expenditure Plans_$6,963: Supplemental supplies, services, and other evidence-based intervention strategies.		
3.3	Transition internally and externally for students in JCCS	SDCOE - JCCS is an alternative program for students and families that seeks to identify personnel and put systems in place to support each of our student's unique needs. These include students are at-promise, students who are low-income and are impacted by the criminal justice system, those who are in foster care, those who are pregnant/parenting, those who have been expelled by their school district, and those students who are Multilingual Learners (MLL). These situations may sometimes make a comprehensive school difficult to access or be successful in. Our work is to ensure that no student is left underserved by the educational system and provide the abundant wraparound services needed to help with successful adjustment and, when needed, transition both internally and externally. Our transition services are especially important for our students impacted by the foster care system; consistent with Priority 10 a-c, SDCOE coordinates with San Diego County districts, charters, and the Juvenile Court system to ensure there is process in place for the expeditious transfer of health/education records/passport and delivery of educational services for foster youth through the Foster Focus database/CWS database. Via the SDCOE Interagency Agreement with all San Diego County schools we have developed a mechanism for data sharing and support for foster youth transitioning between districts/schools. In addition, ongoing collaboration and conversations are facilitated to ensure implementation of the Interagency Agreement via all agencies and is a model for implementation across the state. Transition services are also critical for those who have been impacted by the justice system and those who have been expelled or simply need to return to the comprehensive setting. This work in JCCS is predominately	$882,939.00	Yes

Action #	Title	Description	Total Funds	Contributing
		done by our student transition technicians in partnership with counselors, school staff, students, and families. The student transition technicians serve as a resource to help transition students from schools operated by SDCOE to their home school districts, college, and other postsecondary options. In addition they: *Help students and families determine placement based on student's personal learning plan, transcript, referral, and history *Provide technical assistance and act as a liaison between school districts and SDCOE school staff in areas related to student transition, assistance with employment, social and emotional learning opportunities, and career options *Promote SDCOE schools academic and program opportunities to districts and agencies *Organize and maintain information on the unique offerings of each SDCOE school, postsecondary opportunities, scholarships, and other related student transition information This action will be measured by Metric 3.4, 3.5, & 3.6. Non-Personnel: none Personnel: Student Transition Technicians (5)		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Over the course of three years, Monarch School and San Pasqual Academy will continue to decrease chronic absenteeism and suspension rates. Monarch will decrease chronic absenteeism for all students (2023-25) and those who are experiencing housing insecurity, impacted by lowered incomes, Latinx, Students with Disabilities (SWD) and students who are Multilingual learners (2025), through programs, services, and personnel. Monarch will also work to increase the number of students who meet or exceed the standard, on local assessments and CAASPP, in English language arts (2023) and Math (2025) and English Proficiency annual progress (2024) for Multilingual and long-term Multilingual students. For ELA and Math, Monarch will support all students, and especially those who are unhoused, and experiencing a lower income. Both Monarch and San Pasqual Academy (2023, 2025) will work to continue to decrease suspension rates among all students; for Monarch (2023) the focus is specifically for all students and those who are Multilingual learners, unhoused, impacted by a lowered incomes, Latinx, an Students with Disabilities. For San Pasqual Academy (2023, 2025), this focus is specifically on those who are in foster care in addition to students impacted by a lowered income. Both Monarch and San Pasqual will continue to decrease suspensions by increasing student culture utilizing PBIS and other engagement strategies while addressing student needs via MTSS. These will be measured locally and by Dashboard results.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Monarch School is required to create an equity multiplier goal due to generating funding for its low income and highly mobile students. The goal must address its performance on the Dashboard (2025). There was little improvement in the chronic absenteeism rates of 71.5% (decrease of 0.3%) and therefore they earned a red on the Dashboard; there is still a need to improve chronic absenteeism rates among all students, specifically those who are Multilingual learners-MLL (77.9%), Latinx students (70.7%), students who are impacted by a lowered income (71.5%), housing insecurity (71.4%) and Students with Disabilities (72.2%)(Action 4.1). Monarch showed improvement on the Dashboard in English language arts, 13.79% met or exceeded the standard, a 3.56% increase; however, there is still a need to continue to improve the rates of met or exceeded standards in mathematics which was 1.74% (2025) for all students and specifically students who are unhoused (0.88%) and impacted by a lowered income (1.74%). Their bright spots have come in the progress for their Multilingual Learner Progress at 52.90%~ an increase of 33.60%, earning them a green on the Dashboard for Multilingual learners and a blue for long-term

Multilingual learners-LTMLL (61.8%). Continuing in the improvements, the overall progress in suspension rates are continuing to decrease (1.6%) earning them a green overall; however, the slight increase for long-term Multilingual learners (6.5%) earned them an orange. The decreased rates for students who are Latinx (2%), Multilingual learners (2.5%), and Students with Disabilities (1.5%) earned them yellow. Furthermore, the decrease for students who are unhoused (1.6%) and low income (1.6%) earned green. We are greatly pleased with these results and this goal will continue to focus on these areas for the next year.

San Pasqual Academy is required to create an equity multiplier goal due to generating funding for its low income and highly mobile students. The goal must address its performance on the Dashboard (2025). SPA earned red for their suspension rates due to their increase of 13.3% (21.3% overall). This was a challenge in 2023 as well and there is still a need to decrease these rates for all students, Foster youth (21.3%) and those impacted by a lowered income (21.3%). We have increased the efforts at improving culture via staffing and programmatic implementation, with fidelity, of PBIS and the needs of the students as the whole child are being addressed through the MTSS process and support from educational partners. While the Chronic Absenteeism rate isn't measured by the Dashboard due to the low number of students and those students being in high school, it is measured locally and its rates for 2025 were 43.2%. Therefore, it is also included in this goal as an area for improvement.

Feedback from educational partners indicated a continued need to focus and continue to modify the reading program, especially for the primary elementary grades. The work of reading intervention, through Orton Gillingham as well as REWARDS, are proving beneficial on local data trackers and plan to be used to continue improvement. Also, the Monarch School is continuing to participate in the Literacy Coaches and Reading Specialists Program to develop better systems for the school program. There was also a request to provide more applicable math opportunities so that students can use the concepts to achieve better outcomes in Math. There appears to be a direct correlation between the level of literacy and the amounts of Chronic Absenteeism. In an effort to decrease Chronic Absenteeism, the use of the MTSS structure with supports for families and students is one tool along with an attendance team and continuous communication and clarity for parents on the importance of school. In addition, the expansion of the day for some staff will be helpful in securing support for students in need of extra behavioral as well as social and emotional support. Finally, increased opportunities to improve the overall culture of support for staff and students via the continued implementation of PBIS has proven to be successful in creating environments where students and thrive and this program will continue as well.

In addition, we learned from our educational partners ways to expend our funds and improve our services, we are asked to:
*Improve intervention for mathematics (real world applications and hands on support) and reading
*Expand designated ELD programs and targeted academic supports for MLLs, SPED, and newcomer students
*Strengthen culture of students as well as staff through team building opportunities
*Strengthen Tier 1 and Tier 2 MTSS supports with structured, school-wide implementation and monitoring through support from National College Resource Foundation as mentors and support
*Improve data collection and tracking systems for Tier 2 interventions and attendance trends.
*Enhance parent communication through multiple channels, including phone calls, portals, and in-person events.
*Increase support for parent language support to help students and families be a support for one another
*Increase physical and health opportunities through sports and nutritional specialists for the whole child
*Continue and broaden implementation of reading interventions like OG and REWARDS across all grades.
*Work to incorporate more just in time supports in Math IXL for middle to high school,

*Work to utilize the individualized approach Levered math for upper elementary and Go Math supplements for lower elementary.

*There were no underlying issues in the credentialing, subject matter preparation, and retention of the school's educators.

When group size is too small to report publicly for confidentiality purposes, an * is indicated to show that it is monitored locally but not reported publicly.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	English Language Arts Percentage of Standard Met or Exceeded - student Group CAASPP (TOMS) Dashboard Red	2022-23 Monarch All - 7.48% Unhoused - 7.48% Low Income (SED) - 8.41%	2023-24 Monarch All: 10.23% Unhoused: 10.23% Low Income: 10.57% Latinx: 6.73% Multilingual learner (EL): 1.79% Long Term Multilingual learner (LTMLL): 1.79%	2024-25 Monarch All: 13.79% Unhoused: 13.16% Low Income: 13.79% Latinx: 11.24% Multilingual learner: 2.44% Long Term Multilingual learner: 0%	2025-26 Monarch All: 17% Unhoused: 17.48% Low Income (SED): 18.41% Latinx: 9.73% Multilingual learner (EL): 4.79% Long Term Multilingual learner (LTMLL): 4.79%	Monarch All: 6.31% Unhoused: 5.68% Low Income: 5.38% Latinx: 4.51% Multilingual learner (EL): .65% Long Term Multilingual learner (LTMLL): -1.79%
4.2	Chronic Absenteeism Percentage of Students by All Student Groups and Dashboard Red	2022-23 All Monarch - 75% Multilingual Learner (EL) - 73.40% Latinx - 73.50% Low Income (SED) - 75% Students with Disabilities (SWD) - 69.40% Unhoused - 74.80%	2023-24 All Monarch: 71.8% Multilingual Learner (EL) - 70.7% Long Term Multilingual learner (LTMLL) - 61% Latinx - 70.3% Low Income (SED) - 71.8% Students with Disabilities (SWD) - 74.2% Unhoused - 71.8%	2024-25 All Monarch: 71.5% Multilingual learner: 77.9% Long Term Multilingual learner: 78.6% Latinx: 70.7% Low Income: 71.5% Students with Disabilities: 72.2% Unhoused: 71.4% Baseline	2025-26 All Monarch: 70% Multilingual Learner (EL) - 63.40% Long Term Multilingual learner (LTMLL) - 63.3% Latinx - 63.50% Low Income (SED) - 65% Students with Disabilities (SWD) - 69.40% Unhoused - 64.80%	All Monarch: -3.5% Multilingual Learner (EL): 4.5% Long Term Multilingual learner: 17.6% Latinx: -2.8% Low Income (SED): -3.5% Students with Disabilities (SWD): 2.8% Unhoused: -3.4% All SPA: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				All SPA: 43.2%	All SPA: 40.2%	
4.3	Suspension Rates Percentage of Students by Student Group and Dashboard Red	2022-23 All Monarch - 8.7% Latinx - 9% Multilingual Learner - 10.5% Low Income (SED) - 8.40% Students with Disabilities (SWD) -10% Unhoused - 8.4%	2023-24 All Monarch - 2.2% Latinx - 9% Multilingual Learners (EL) - 1.6% Long Term Multilingual Learners (LTMLL) - 1.7% Low Income (SED) - 2.2% Students with Disabilities(SWD) - 0% Unhoused - 2.2% All SPA: 8% Foster Youth: 8.5% Low Income (SED): 8%	2024-25 All Monarch:1.6% Latinx: 2% Multilingual learners: 2.5% Long Term Multilingual learners: 6.5% Low Income: 1.6% Students with Disabilities: 1.6% Unhoused: 1.6% All SPA: 21.3% Foster Youth: 21.3% Low Income : 21.3%	2025-26 All Monarch - 3.7% Latinx - 4% Multilingual Learners -5.5% Long Term Multilingual Learners - 0.5% Low Income (SED) - 3.40% Students with Disabilities (SWD) -5% Unhoused - 3.4% All SPA: 3% Foster Youth: 3% Low Income (SED): 3%	All Monarch: -7.1% Latinx: -7% Multilingual Learners: 8% Long Term Multilingual Learners: 4.8% Low Income (SED): -6.8% Students with Disabilities (SWD): 8.4% Unhoused: -6.8% All SPA: 13.3% Foster Youth: 12.8% Low Income: 13.3%
4.4	Percentage of students who are Multilingual learners (EL) and Long-term Multilingual Learners (LTMLL) making progress toward English proficiency as measured by progression of at least one ELPI Level	This metric was not in red in year 2023 Dashboard	2023-24 Baseline All JCCS - 20.1% Monarch -19.3%	2024-25 All JCCS - 42.5% Monarch - 52.9%	2025-26 All JCCS: 25.1% Monarch: 23.2%	All JCCS: 22.4% Monarch: 34.7%
4.5	Reading- Renaissance Learning (Local	This metric was not included last year 2023	2023-24 Baseline ALL Monarch: 64%	2024-25 Monarch All: 52%	2025-26 Monarch All: 55%	Monarch All:-12%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Assessment) % showed an increase >.5 points in their Post Test= .5 of year in		Unhoused: 64% Low Income: 64% Latinx: 62% Multilingual Learners (EL): 61% Long Term Multilingual Learners (LTMLL): 59%	Unhoused: 52% Low Income: 52% Latinx: 50% Multilingual Learners (EL): 56% Long Term Multilingual Learners (LTMLL): 58%	Unhoused: 67% Low Income: 67% Latinx - 65% Multilingual Learners (EL): 64% Long Term Multilingual Learners (LTMLL): 62%	Unhoused: -12% Low Income:-12% Latinx: -12% Multilingual Learners (EL): -5% Long Term Multilingual Learners (LTMLL): -1%
4.6	Mathematics Percentage of Standard Met or Exceeded - student Group CAASPP (TOMS) Dashboard Red	This metric was not included last year 2023	This metric was not included last year 2024	2024-25 Monarch All: 1.74% Unhoused: 1.74% Low Income: 1.74%	2025-26 Monarch All: 4.74% Unhoused: 4.74% Low Income: 4.74%	Monarch All: N/A Unhoused: N/A Low Income: N/A

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 4 and its actions, 1, 2, and 3 were carried out as described and as planned producing some great results as evidenced in the metrics. Action 4.1, Monarch ELA showed great success as did the progress of Multilingual and long-term Multilingual learners. Successes in implementation include the work in reading intervention and is shown in the ELA metrics showing growth in CAASPP. Our challenge was that ELA showed a decline in our local assessment Renaissance. We can infer that although there is growth, there is still work to be done with those who are new to our school program. (Metrics 4.1, 4.4 and 4.5) The successes in action 2 show great results and progress (Metric 4.3). Action 1 continues to be a challenge in that the reason for absenteeism are so vast, they continue to cause focused effort from a variety of sources to increase rates; we will continue to deal with this challenge through collaboration with our educational partners. (Metric 4.2)

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences in planned actions refers to those exceeding 10% in FY2026

Actions 1, 2, and 3 under Goal 4 reflect cumulative material differences. Estimated actual expenditures for Goal 4 are projected to be 13% above the adopted budget, primarily due to Monarch and San Pasqual Academy allocating additional LCFF Equity Multiplier program funds to support Goal 4 activities.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions set forth in Goal 4, Actions 4.1, 4.2, and 4.3 were deemed effective as evidenced in the metrics 4.1, 4.3, 4.4, and will continue through the new year for even greater improvement. There was little improvement, however, in the chronic absenteeism rates (Action 4.1, Metric 4.2) of 71.5% (decrease of 0.3%) and a color of red was earned from the Dashboard; there is still a need to improve chronic absenteeism rates, for all students, and especially among students who are Latinx (70.7%), low income (71.5%) and Multilingual learners (77.9%). There was a slight success in chronic absenteeism for unhoused and students with disabilities earning Orange on the dashboard. The work toward building culture has been exceptionally productive as the suspension rates have decreased 0.6% to 1.6% as demonstrated by Metric 4.3 year to year; the culture has also been strengthened through the work of powerful SEL curriculum and implementation. (Action 4.2, Metric 4.3)

The effectiveness of the schoolwide reading intervention, as well as the embedded reading strategies, have helped to increase ELA scores by approximately 3.56% to 13.79% as seen in Metric 4.1 but appear to need more work locally as seen in Metric 4.5. Finally, the progress in the development of Multilingual learners was exceptional with an increase of 33.6% to 52.9% based on 2025 Dashboard in the annual progress and an increase of 47.8% to 61.8% for long-term Multilingual learners as seen in Metric 4.4. Each of the areas will continue to receive funding and implementation to fidelity to ensure forward progress. (Action 4.3)

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

The greatest change to this goal is the addition of mathematics for all Monarch students and especially students who are experiencing housing insecurity and impacted by a lowered income. This metric has been added as metric 4.6 and the actions to support the improvement in this metric have been added to Action 4.3. We have also added funding to Action 4.2 to assist in carrying out the needed support for decreases in suspension rates at San Pasqual and Monarch. We updated the goal to include identified San Pasqual Academy Chronic Absenteeism rates which are measured locally due to the small number of students. We have included this in the why statement as well as Metric 4.2 and Action 4.1. Finally we updated ELPI - Metric 4.3 to reflect the accurate 2024 Dashboard of 19.3% instead of 18.2% as previously listed.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Equity multiplier student support and services to reduce chronic absenteeism	Monarch will continue to utilize ICAN strategies as well as Attendance Works resources utilized by all to support student attendance; San Pasqual Academy will build on these strategies as well. All certificated and classified classroom personnel are committed to creating a positive school culture through a transformational and therapeutic environment that supports the most effective and efficient ways to serve students and families. In addition, Monarch School and San Pasqual will receive priority, specifically, in increasing their connectedness and decreasing rates of chronic absenteeism. Finally, they will use the Attendance Handbook as well as the Attendance Plans, to fidelity, to assist with the processes needed to improve the attendance of their students. This action is required and will be measured by Metric 4.2. Non-Personnel: Supplemental Classroom Supplies, Services and other supports Personnel: Supplemental salaries and benefits will be added to miscellaneous support salaries based on needs.	$61,037.00	No
4.2	Equity multiplier student supports to reduce suspension rates	In an effort to continue to maintain a reduction in suspension, Monarch has employed the use of an SEL curriculum - self and match to support students needs. In addition, they will utilize the services of the behavior specialists to ensure use of the PBIS and restorative practices models to support behavior. San Pasqual Academy continues to work to improve suspension rates by employing better PBIS systems of data collection, teaching behavior and rewards as well. All certificated and classified classroom staff are working to create a positive school culture. We will work to decrease the use of out-of-class suspensions by utilizing our check-in and check-out systems, community circles, as well as support for students and families experiencing social and emotional challenges. This action is required and will be measured by Metric 4.3.	$59,242.00	No

Action #	Title	Description	Total Funds	Contributing
		Non-Personnel: Supplemental Classroom Supplies, Services and other supports Personnel: Supplemental salaries and benefits will be added to miscellaneous support salaries based on needs.		
4.3	Equity multiplier student supports to improve English language arts literacy and Reading and Math at Monarch	Our JCCS classrooms continue to utilize the High-Leverage Practices for Quality Instruction (HLP) to support all learners in achieving challenging state academic standards and becoming proficient in academic English (2023) and mathematics (2025) as well as making annual progress toward English proficiency (2024). Monarch School students impacted by a lowered income and experiencing housing insecurity (100% population of students) are prioritized with specific support for increasing their achievement in ELA and math. Students who are Multilingual learners and long-term Multilingual learners are prioritized with new schedules and new curriculum to include designated ELD along with more reading intervention as well as mathematic intervention and application (2025). The mathematic intervention is in the form of work with IXL for middle to high school, Levered math for upper elementary and Go Math supplements for lower elementary. Finally, there is a new requirement that went into effect in 2025-26 for schools to screen students in K-2 for dyslexia to target intervention. This action is required and will be measured by Metric 4.1, 4.4, 4.5 and 4.6. Non-Personnel: Supplemental Classroom Supplies, Services and other supports, Structures of the Master Schedule and the rotation of students for maximum effectiveness, Reading intervention contracts. Personnel: Supplemental salaries and benefits will be added to miscellaneous support salaries based on needs.	$59,242.00	No

Goals and Actions

Goal

Goal #	Description	Type of 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 along with varied experiences in academic settings. In Community Schools (2023-25), focus will be for all students and specifically Latinx, students experiencing lowered incomes, students experiencing housing insecurity, and Students with Disabilities, as well as Multilingual and long-term Multilingual learners (MLL and LTMLL). In Court (2023-25) the focus for improved graduation rate will be on all students and specifically students who are Latinx, experiencing lowered incomes and Students with Disabilities. Court and Community Schools will also continue to increase their levels of annual English proficiency and progress for their Multilingual learners (MLL) and long-term Multilingual learners (LTMLL) (2024). In addition, Community Schools, will work to continue increasing levels of English language arts (2024) and Math (2024) and Science (2025) achievement among all students and specifically those who are Latinx and those experiencing a lowered income. Court and Community Schools will also continue to increase their progress for both their college and career readiness, as measured by the College and Career Indicator (CCI) on the dashboard and local data, specifically their CTE course enrollment, as well as industry-recognized certifications (2023-24) for all students and specifically those who are Multilingual learners, Latinx, experiencing housing insecurity, impacted by a lowered income, and Students with Disabilities. Community's focus is also continuing to decreases the rates of suspension for all students with particular focus on those identifying as Foster Youth (2024). Finally, Community will focus on decreasing Chronic Absenteeism among all of its students, and specifically those who are Latinx and impacted by a lowered income (2025). Each of these areas will be measured both locally and by the Dashboard.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

San Diego Community Schools is required to create an equity multiplier goal due to generating funding for its low income and highly mobile students. The goal must address its performance on the Dashboard (2025). Community School had lower graduation rates, earning a red on the dashboard (48.6%). Community Schools have a focus on their graduation rate for all of their students and specifically those who are Latinx, impacted by a lowered income (SED), Students with Disabilities (SWD), Multilingual learners (MLLL), and long-term Multilingual

learners (LTMLL), and students who are unhoused. Court earned a yellow for an overall 71.6% in Graduation Rate (2025), with Latinx (78.3%) and students who were low income (71.6%); however, they earned a red for Students with Disabilities specifically (65.1%).

Court and Community previously needed to focus on their annual English proficiency progress for students who are Multilingual and long-term Multilingual learners (2024) however, this year earned yellow for their progress. In Court, Multilingual learners earned 40% an increase of 17.6% and Long -term Multilingual learners earner 42.2% an increase of 18.8%. In Community, Multilingual learners earned 34.5% an increase of 16% and Long -term Multilingual learners earner 38% an increase of 19.8%

Community Schools also focused its efforts in reducing suspension rates due to its 2024 dashboard and to continue support in 2025 and this year earned green for a 1.6% rate, a 2.6% decrease; their Foster Youth students (2025) earned a 3.2%, a decrease of 5.3%. Court (2025) earned an orange with a 3%, a 2.5% increase.

For College and Career Index, due to the 2023 and 2024 dashboard, we continue to support in these increased CCI efforts in 2025; this is a powerful opportunity for us to prepare our students for post secondary options. Although Court earned Orange overall (12.2% with a 9.2% decrease) it will continue to focus its effort on students who are Latinx and students impacted by a lowered income due to the Low they received in 2023, and the decrease in 2025 ~ Latinx - 14.9% and Low income - 12.2% along with the increase in Students with Disabilities, 16.1%. Community will continue its focus, due to the 2023 very low for all students as well as those who are Unhoused, Low Income, Multilingual learners, Latinx and Students with Disabilities. In 2025, however, Community earned Yellow for its progress and no Red in any student group and celebrated an overall 6.7% increase for a 14.2% prepared on the dashboard for all students with special celebration for Students with Disabilities who increased 13.9%, earning 20% overall.

Community earned Orange in ELA (6.13% met or exceeded) and Math (6.85%); however, Science for 2025 (22.7 science points) is an area in need of focused attention for all students, and especially for student who are Latinx and impacted by a lowered income. We will continue our focus and will continue to make progress in these areas.

The newest area of focus for Community is Chronic Absenteeism (2025) with a red due to an increase of 3% for a total of 50%; the students in need of specific support ar those who are Latinx - 50.7% with a 4.6% increase and impacted by a lowered income - 51.9% with an increase of 4.7%. We will continue to improve in our MTSS structures to address these needs in our students.

Feedback from our educational partners revealed Court and Community Schools excelling at building strong student/teacher relationships, offering more CTE opportunities, flexible scheduling, and hands-on learning experiences. Educational partners also emphasized the importance of maintaining supportive environments, expanding certification programs, and increasing mental health support. Common ideas for improving Dashboard metrics include offering financial literacy, (which is being piloted 2026-27), expanding post-secondary partnerships, enhancing communication with families, and integrating more industry-recognized certifications. Barriers identified include transportation, financial instability, mental health challenges, and lack of motivation due to unstable home lives. Addressing these systemic barriers while strengthening current successful practices will be critical to boosting attendance and academic achievement in English language arts, math, science and Multilingual Learner, and long-term Multilingual learner progress.

In order to continue improving academic achievement and the behaviors along with social and emotional health of our students, we will need to:
*Expand designated ELD programs and targeted academic supports for MLLs, SWD, and students who are newcomers with curriculum, teacher training, and integrated subject support
*Ensure math intervention with hands-on manipulative and real world applications
*Strengthen culture of students as well as staff through team building opportunities, and offering relevant and culturally responsive educational opportunities
*Provide academic support through targeted math and reading interventions, 1:1 tutoring, small group support and progress tracking
*Strengthen Tier 1 and Tier 2 MTSS supports with structured, school-wide implementation and monitoring through support through our PBIS/MTSS framework and support from the National College Resources Foundation mentors and peer support
*Improve data collection and tracking systems for Tier 2 interventions and attendance trends.
*Expand industry certification and postsecondary pathway programs, focusing on student interests.
*Improve transportation and logistical support to increase consistent student attendance and opportunities at externships, etc.
*Launch parent engagement strategies (newsletters, workshops, apps) to build family/school connections.
*Enhance mental health services and social-emotional learning support across sites
*Implement targeted outreach to build awareness of school programs and options for students and families.

*There were no underlying issues in the credentialing, subject matter preparation, and retention of the school's educators.

When group size is too small to report publicly for confidentiality purposes, an * is indicated to show that it is monitored locally but not reported publicly.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	4 and 5 Year Graduates Cohort Graduation Rate Percentage of Students by Student Group and Dashboard Red	2022-23 Community = 44.90% Multilingual Learners (EL) = 41.90% Latinx = 43.20% Unhoused = 32.40% Low Income (SED) = 44.90% Students with Disabilities (SWD) = 54.70%	2023-24 All Community = 46.6% Multilingual Learner (EL) = 43.7 % Longterm Multilingual learner (LTEL) = 42.4% Latinx = 47.5% Unhoused = 40.7%	2024-25 All Community = 48.6% Multilingual Learner = 44.8% Longterm Multilingual learner = 40.8% Latinx = 46.3% Unhoused = 46.4%	2025-26 All Community = 54.90% Multilingual Learner =51% Longterm Multilingual learner = 47.4% Latinx = 53.20% Unhoused =42.40%	All Community = 3.7% Multilingual Learner = 2.9% Longterm Multilingual learner = -1.6% Latinx = 3.1% Unhoused = 14% Low Income = 3.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Court = 43.60% Latinx = 49.30% Low Income (SED) = 43%	Low Income (SED) = 46.5% Students with Disabilities (SWD) = 47.5% All Court = 61.2% Latinx = 63.9% Low Income = 61.2% Students with Disabilities (SWD) = 50%	Low Income = 48.4% Students with Disabilities = 48.2% All Court = 71.6% Latinx = 78.3% Low Income = 71.6% Students with Disabilities = 65.1%	Low Income =54.90% Students with Disabilities = 64.70% All Court = 53.60% Latinx = 54% Low Income = 48% Students with Disabilities = 55%	Students with Disabilities = -6.5% All Court = 28% Latinx = 29% Low Income = 28.6% Students with Disabilities = 15.1%
5.2	CCI Indicator-Dashboard CTE Course Enrollment and Industry-Recognized Certifications Percentage of Students completing courses by Student Group	2022-23 275 CTE Successful Enrollment Multilingual Learner = 27% Latinx = 73% Unhoused = 31% Low Income = 95% Students With Disabilities = 27% 103 Serve Safe - 19 First Aid/CPR Multilingual Learner = 18% - 47% Latinx = 58% - 79% Unhoused = 0% - 0% Low Income = 39% - 89%	2023 -24 CCI Dashboard - Baseline All Community: 7.4% Multilingual learner: 6.2% Longterm Multilingual learner: 7.8% Latinx:7.6% Unhoused: 5.4% Low Income: 7.7% Students With Disabilities: 6.1% Foster Youth: 9.1% Black = 11.1% Asian/PI = * Two or more races:* White = 0%	2024-25 CCI Dashboard All Community: 14.2% Multilingual learner: 10.7% Longterm Multilingual learner: 10.2% Latinx:14.9% Unhoused: 14.4% Low Income: 14.2% Students With Disabilities: 20% Foster Youth: 5.9% Black = 3% Asian/PI = 1% Two or more races:* White = 26.3%	2025-26 CCI Dashboard All Community: 17.2% Multilingual learner: 13.7% Longterm Multilingual learner: 13.2% Latinx:17.9% Unhoused: 17.4% Low Income: 17.2% Students With Disabilities: 23% Foster Youth: 8.9% Black = 6% Asian/PI = 4% Two or more races:* White = 29.3%	All Community: 6.8% Multilingual learner: 4.5% Longterm Multilingual learner: 2.4% Latinx:7.3% Unhoused: 9% Low Income: 6.5% Students With Disabilities: 13.9% Foster Youth: -3.2% Black = -8.1% Asian/PI = 1% Two or more races:* White = 26.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students With Disabilities (SWD) = 39% - 37%	Local Measures 386 CTE Successful Enrollment Multilingual learner (EL) = 31% Longterm Multilingual learner (LTEL) = 27% Latinx = 70% Unhoused = 9% Low Income = 96% Students With Disabilities = 36% 92 ServeSafe/ Food Handlers 24 First Aid/CPR Multilingual learner (EL) = 26% - 58% Longterm Multilingual learner (LTEL) = 19% - 35% Latinx = 63% - 83% Unhoused = 4% - 13% Low Income = 95% - 100% Students With Disabilities	Local Measures 380 CTE Successful Enrollment Multilingual learner = 28% Longterm Multilingual learner =0% Latinx = 27.5% Unhoused = 2% Low Income = 97% Students With Disabilities = 33% Foster Youth = 10% Black = 14% Asian/PI = 1% Two or more races = 4% White = 6% 67 ServeSafe/ Food Handlers/ 5 First Aid CPR Multilingual learner = 24%/ 20% Long Term Multilingual Learners =0%/0% Latinx = 79%/100%	Local Measures 303 CTE Successful Enrollment Multilingual Learner = 32% Longterm Multilingual learner (LTEL) = 32% Latinx = 78% Unhoused = 36% Low Income = 95% Students With Disabilities = 32% Foster Youth = 12% Black = 16% Asian/PI = 2% Two or more races = 6% White = 8% 113 ServeSafe, Food Handlers 21 First Aid/CPR Multilingual Learner = 23% - 52% Longterm Multilingual learner (LTEL) = 24% - 40%	Local Measures 105 more Successful Enrollments Multilingual learner (EL) = -1% Longterm Multilingual learner (LTEL) = -27% Latinx = -45.5% Unhoused = -29% Low Income = 2% Students With Disabilities = 6% Foster Youth = N/A Black = N/A Asian/PI = N/A Two or more races = N/A White = N/A 36 less ServeSafe/ Food Handlers/ 2 more First Aid/CPR Multilingual learner (EL) = 6% /-27% Long-term Multilingual learner (LTEL) = -19%/-35% Latinx = 21%/21%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(SWD)= 38% - 17%	Unhoused = 3%/ 20% Low Income = 94%/100% Students With Disabilities = 48%/ 0% Foster Youth = 0%/0% Black = 6%/0 Asian/PI = 0/0 Two or More Races = 3%/0 White = 12%/0	Latinx = 68% - 89% Unhoused = 0% - 0% Low Income = 44% - 94% Students With Disabilities (SWD) = 44% - 42% Foster Youth = 0%/0% Black = 6%/0% Asian/PI = 0%/0% Two or More Races = 3%/0% White = 12%/0%	Unhoused = 3%/ 20% Low Income = 55%/ 11% Students With Disabilities (SWD)= 9%/-37% Foster Youth = N/A Black = N/A Asian/PI = N/A Two or More Races = N/A White = N/A
5.3	Smarter Balance Assessment (SBAC) ELA & Math - % of students who Met or Exceeded the standard *not enough students to report CAASPP - TOMS and CAST- Science	This metric was not in red in year 2023 Dashboard	2023-24 Baseline ELA ALL JCCS - 5.4% Community - 5.97% Latinx - 7.84% Low Income - 6.31% Math ALL JCCS - 1% All Community - 1.54% Latinx - 2.02% Low Income - 1.87%	2024-25 ELA ALL JCCS:10.14% Community:12.10 % Latinx:10.57% Low Income:13.23% Math ALL JCCS: 2.61% Community: 8.09% Latinx: 6.72% Low Income: 8.09% Science Baseline All JCCS - 4.7% All Community: 4.92%	2025-26 ELA ALL JCCS: 10.4% Community: 10.97% Latinx: 12.84% Low Income: 11.31% Math ALL JCCS: 6% All Community: 6.54% Latinx: 7.24% Low Income: 6.87% Science All JCCS: 6.7%	ELA ALL JCCS - 4.74% Community - 5% Latinx - 2.73% Low Income - 6.92% Math ALL JCCS - 1.61% Community - 6.55% Latinx - 4.7% Low Income - 6.22% Science All JCCS: N/A All Community: N/A Latinx: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Latinx: 2.22% Low Income: 5.17%	All Community: 6.92% Latinx: 4.22% Low Income: 7.17%	Low Income: N/A
5.4	Percentage of students who are Multilingual learners (MLL) making progress toward English proficiency as measured by progression of at least one ELPI Level - Dashboard	This metric was not in red in year 2023 Dashboard	2023-24 Baseline All JCCS = 20.1% progressed at least one ELPI Level Community - 20.7% Court - 21.3%	2024-25 Dashboard All JCCS: 42.5% Multilingual learner: 40.5% Long-term Multilingual learner: 43.1% ALL Community - 34.5% Multilingual learner - 34.5% Long-term Multilingual learner - 38% ALL Court - 40% Multilingual learner - 40% Long-term Multilingual learner - 42.2%	2025-26 All JCCS: 25.1% progressed at least one ELPI Level ALL Community: 25.7% Multilingual learner - 37.5% Long-term Multilingual learner - 41% ALL Court - 26.3% Multilingual learner - 43% Long-term Multilingual learner - 45.2%	All JCCS = 22.4% Multilingual learner: 20.4% Longterm Multilingual learner: N/A ALL Community: 13.8% Multilingual learner: 13.8% Longterm Multilingual learner: N/A ALL Court: 18.7% Multilingual learner: 18.7% Longterm Multilingual learner - N/A
5.5	Suspension Rates Percentage of Students by Student Group and Dashboard Red	This metric was not in red in year 2023 Dashboard	2023-24 Baseline JCCS: 2.8% Foster Youth: 5.9% Community: 4.2% Foster Youth: 8.6%	2024-25 JCCS: 2.7% Foster Youth: 11.1% Community: 1.6% Foster Youth: 3.2%	2025-26 JCCS: 0.5% Foster Youth: 2.9% Community: 1.2% Foster Youth: 5.6%	JCCS: -0.1% Foster Youth: 5.2% Community: -2.6% Foster Youth: -5.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.6	Chronic Absenteeism Percentage of Students by All Student Groups and Dashboard Red	This metric was not in red in year 2023 Dashboard	This metric was not in red in year 2024 Dashboard	2024-25 Baseline All JCCS K-8: 60.8% All Community: 50% Latinx: 50.7% Low Income: 51.9%	2025-26 All JCCS K-8: 57.8% All Community: 48% Latinx: 48.7% Low Income: 49.9%	N/A

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Goal 5 and its actions 1, 2, 3 and 4 were carried out as described and as planned, and produced great results as evidenced in the metrics 5.1, 5.2, 5.3, 5.4, and 5.5. Our success was in the implementation of our EL Master plan and dELD/Intervention hour in the master calendar. Our continued challenges brought about with the varied and sometimes extremely reduced lengths of stay continue; however, in most student groups progress was made in English language arts, and math; for our Multilingual learners and long-term Multilingual learners, the progress was substantial. (Action 3). We want to improve our College/Career Indicator (CCI) data, so we are continuing to discover ways to help our students become successful toward college and career options (Action 2). Court made great progress, which is a great success. Community still faces challenges in graduation rates and it coincides with the students we serve and their experiences prior to arrival with us. (Action 1) Because there were other one time ESSER funds to be utilized, there was a large part of the funding for this year that was not spent, as described below.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences in planned actions are defined as those exceeding 10% in FY2025.

Actions 1 and 2 under Goal 5 reflect material differences. Estimated actual expenditures for Goal 5 are projected to be 65% below the budget, primarily due to schools prioritizing the implementation of one-time ESSER III-funded interventions and reserving Equity Multiplier program funds for future fiscal years in response to uncertainty around ongoing federal funding.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

As seen in our metrics, Action 5.1, 5.2, 5.3 and 5.4 were deemed effective as shown in Metric 5.1, 5.2, 5.3, 5.4 and 5.5. Court earned yellow due to their increase of graduation rates (70%) and Community stayed red (48%) with a slight increase in the number of students graduating.

Our work to support graduation has improved our rates; when students are correctly placed in appropriate courses and continually encouraged to stay the course toward graduation (Action 1, Metric 5.1). However, in CCI, Community earned yellow due to their increase in preparing for postsecondary success, while Court earned orange with slight decreases. Our work with community colleges and CTE programs greatly assist us in this effort. It is extremely helpful to offer a plethora of opportunities to students as motivation, as well as realistic goal setting (Action 2, Metric 5.2). The work toward building culture has been exceptionally productive as the suspension rates have decreased 2.6% to 1.6% (Action 4 Metric 5.5); the culture has also been strengthened through the work implementing PBIS and restorative practices with a level of fidelity. The effectiveness of the schoolwide reading intervention and designated ELD curriculum block, as well as the embedded reading strategies, have helped to increase ELA scores by approximately 6.13% and Math increased 6.85%. (Action 3, Metric 5.3). The progress in the development of Multilingual learners showed an increase of 13.8% in the annual progress and a baseline of 38% for long-term Multilingual learners (Action 3, Metric 5.4). We will continue with these goals and actions and intend to expand them in an effort to support our students in their success.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

The greatest change was updating the goal to include the 2025 addition of the Chronic Absenteeism measure for Community Schools and Action 5.5 to address its improvement. We also added the actions to support the improvement for science to Action 3 and the metrics to 5.3. Also, more student groups were added to CTE metrics - foster youth, Black, Asian/PI, two or more races, and White. In addition, we added the Dashboard College and Career Indicator to Metric 5.2 for Year 2, Year 3 Target and Current Difference from Baseline. Finally, out of respect for our partners we have adjusted the student group name African American to Black to be more inclusive our our Haitian, other Afro Latinx, and African students in our Year 2 Outcomes as well as our Target for Year 3 Outcome metrics as well.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Equity Multiplier Supportive Services for improved engagement to increase graduation rates	We will continue to provide motivation and monitoring as well as opportunities for concurrent college enrollment, transcript review and advising, independent study opportunities, and postsecondary planning to ensure successful high school completion for all students. We will give prioritized attention to the all students at Community Schools, especially students who are Latinx, Multilingual learners, (MLLs), long-term Multilingual learners (LTMLLs), students who are unhoused, impacted by a lowered income and Students with Disabilities (2025). At our Court Schools, we will give priority to all students, and more specifically, students who are Latinx, Students with Disabilities (2025), and students who are	$174,590.00	No

Action #	Title	Description	Total Funds	Contributing
		impacted by a lowered income (which is the entire population by definition as wards of the court). These students will improve their rates thorough transcript review and options for coursework completion, classroom or independent study options (Community), as well as consistent motivational and individualized support to complete the diploma. The MTSS structure will be important to ensure they have the support they need. These same student groups will also see the power in completing college readiness courses and certifications to support themselves while planning for their future. This is a required action and will be measured by Metric 5.1. Non-Personnel: Supplemental Classroom Supplies, Services and other supports Personnel: Supplemental salaries and benefits will be added to miscellaneous support salaries based on needs.		
5.2	Equity Multiplier Supportive services to improve College and Career indicators	JCCS is preparing students for a variety of postsecondary options, including concurrent enrollment in college for our students. This is in direct support of the College/Career Indicator on our Dashboard. We will give priority of services at our Community Schools to all students and specifically those who are Multilingual learners, Latinx, experiencing housing insecurity, impacted by a lowered income, and Students with Disabilities (2023-24). More specifically, this action seeks to: *Mitigate barriers to access (logistical in nature) for students and families who support *Increase connection with industry partners to support the expansion of CTE pathways and course offerings *Continue to increase and expand integrated CTE pathways and course offerings to provide equitable access for all JCCS students *Continue to increase student internships in VAPA, technology, and other spaces	$145,491.00	No

Action #	Title	Description	Total Funds	Contributing
		In addition, the work of exploring career pathways and expanding potential career opportunities fall within the guidance of our CTE teachers and work readiness staff, with assistance from the school counselor who manages the personal learning plans. Students will be guided to more opportunities for concurrent enrollment in college courses as well as CTE and industry-respected certifications. School counselors and other instructional staff will assist greatly with implementing a comprehensive school guidance program and improving postsecondary planning for students and families. This action is required and will be measured by dashboard Metric 5.2. Non-Personnel: Supplemental Classroom Supplies, Services and other supports Personnel: Supplemental salaries and benefits will be added to miscellaneous support salaries based on needs.		
5.3	Equity Multiplier Supportive services to improve ELA, Math, Science, and Multilingual Learner Progress	JCCS classrooms continue to utilize the High Leverage Practices for Quality Instruction (HLP) to support all learners in achieving challenging state academic standards and becoming proficient in academic English and math, as well as making annual progress toward English Proficiency. Community School students who are Latinx and impacted by a lowered income are prioritized with specific support for increasing their achievement in English language arts (2024), math (2024) and science (2025). In Court and Community Schools, students who are Multilingual learners and long-term Multilingual learners are prioritized with new schedules to include designated ELD as well as continued Integrated ELD focused on utilizing language functions on a quarterly basis to increase the access and development of academic English leading toward proficiency. This new schedule also prioritizes the use of more reading and math intervention. Our intervention and preparatory work will also continue in science (2025). Through the assistance of our science committee and coaches, all students, with priority given to Latinx and students impacted	$145,491.00	No

Action #	Title	Description	Total Funds	Contributing
		by a lowered income. Finally, teachers will receive more specialized professional development, planning and collaboration time, and support from substitute teachers and coaches, and parents will receive supportive academic and SEL training in assisting students will be utilized to support this work. Specifically we will: *Intentionally utilize community supportive services (NCRF, etc.) to expand the assistance offered to students in need of more intentional and specific support *Engage in more data use with assessment, instruction and curricular resources *Ensure professional learning that is intended to accelerate our students knowledge and application *Ensure support for the whole child is designed and intended to improve the students' achievement, motivation and purpose driven learning * Continue to support physical, mental and emotional health and maturity by utilizing the services (sports, wellness, nutritional) of our partners to assist in helping to meet our goals This action is required will be measured by dashboard Metric 5.3, 5.4 and 5.5. Non-Personnel: Supplemental Classroom Supplies, Services and other supports. Personnel: Supplemental salaries and benefits will be added to miscellaneous support salaries based on needs.		
5.4	Equity Multiplier Supportive services to improve suspension rates in Community schools	All certificated and classified classroom staff in JCCS are working to create a positive school culture through the support of our PBIS system in addition to training in restorative practices. We will work to decrease the use of out-of-class suspensions by strengthening our communities of learning via the tools of positive behavioral intervention and supports, positive affirmations, community circles, as well as our support for students and families with peer mentors through the National College Resources	$29,098.00	No

Action #	Title	Description	Total Funds	Contributing
		Foundation. In addition, we will strengthen this work through the data-led decision-making and specifically work to improve the suspension rates for all students, and especially our foster youth students (2024). Specifically, we will work to expand this work of engagement and positively reinforcing students by: *Expansion of our PBIS system ensuring fidelity in each aspect of the support, including teaching appropriate behaviors and following it with reinforcement and positive consequences *Refresh of professional learning in restorative practices and tools to encourage appropriate behaviors *Make the effort to create classroom and school where students want to participate by offering incentives and support that students want *Through our differentiated assistance support, we will work to analyze data to see when and where we can improve - targeted This action is required and will be measured by Metric 5.5 Non-Personnel: Supplemental training supplies, services, and other supports for intervention program teachers' training (e.g., PBIS) Personnel: Supplemental salaries and benefits will be added to miscellaneous support salaries based on needs.		
5.5	Equity Multiplier Supportive services to reduce Chronic Absenteeism rates in Community schools	We will improve our attendance and decrease our Chronic Absenteeism for all Community students and specifically for our students who are Latinx and impacted by a lowered income. All certificated and classified classroom personnel are committed to creating a positive school culture through a transformational and therapeutic environment that is supportive of the most effective and efficient ways to serve students and families. In addition, we will utilize our VAPA programs in an effort to improve the culture in the classroom and the ignite the creativity in students for the purpose of enjoying and being drawn to school more regularly. This is a required action and will be measured by Metric 5.6	$87,295.00	No

Action #	Title	Description	Total Funds	Contributing
		Non-Personnel: Supplemental Classroom Supplies, Services and other supports. Personnel: Supplemental salaries and benefits will be added to miscellaneous support salaries based on needs.		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$7,977,030	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
11.634%	0.000%	$0.00	11.634%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Supplementing the basic instructional program and other support service to students **Need:** JCCS has an enrollment of unduplicated pupils in excess of 95% of the total enrollment; this represents the percentage of students experiencing a lowered income (SED). Based on our needs assessment and educational	In order to meet the need of increased achievement for our students experiencing a lowered income, research has shown, and our educational partners have shared with us, that in order to address the needs, we have ensured smaller class sizes, greater access to technology (1:1), health services and greater food opportunities to mitigate the effects of hunger on achievement. Our students experiencing a lowered income have shown more need due to their	1.4 Renaissance Learning Reading and Math and 1.10 SBAC English language arts and Mathematics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	partner feedback, our unique need is for our students who are experiencing a lowered income scoring at rates seemingly on par with our overall JCCS population and in need of great improvement: SBAC ELA - 10.53% vs. 10.14% overall and math 2.61% vs 2.32% overall. In addition, on our local assessments, ELA is 50% vs. 50% overall and math is 50% vs. 50% overall JCCS, showing still a need for greater improvement. All local data decreased a bit but state data increased and is still in need of great improvement. **Scope:** LEA-wide	transitioning and lack of stability, and the impact of the lack of access to all of these items on a daily basis. We are principally directing these services to our students experiencing a lowered income due to their greater need for growth shown on local assessments, however, are providing these on an LEA-wide basis as we believe this level of holistic support is proving beneficial for all students.	
1.2	**Action:** Implementation of the State Standards - for All Learners **Need:** As mentioned above, our students students experiencing a lowered income, inclusive of low income students who are also Latinx students in Community Schools and our low income students in SDCOE inclusive of our who are Latinx, unhoused as well as MLLs and LTMLLs and foster youth who are our students who show as great a need for support in ELA and math when compared to our overall JCCS schools. The need, as shared by our data and our educational partners, is for greater professional learning and strategies, along with culturally relevant materials and just in time support to assist the	In order to support the need and increase ELA and math achievement, we are continuing to provide professional learning and embedded coaching, research-based practices used by design to build capacity in all instructional staff. More effective strategies help to bring the curriculum to the students in a more efficient manner. In addition, greater time and attention to incorporate the culturally relevant curriculum will enhance the inclusivity of the educational experience for all students. These actions are principally directed at our students experiencing a lowered income, our Multilingual learners, and foster youth and the results are expected to be great. However, they are being provided on an LEA-wide basis as we believe these strategies are good for all students. We will continue to seek feedback from students and parents on the effectiveness and we look forward to seeing continued growth in	1.4 Renaissance Learning Reading and math and 1.10 SBAC English language arts and math

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students in ELA and math achievement as well as capacity building for our instructional staff to ensure the students are receiving the assistance needed. **Scope:** LEA-wide	achievement for our students impacted by lowered income, Multilingual learners and foster youth.	
2.1	**Action:** Creating a positive school culture/transformational environment **Need:** Our needs assessment as well as our educational partners shared that student population of students experiencing a lowered income (95%) are having challenges feeling connected, though increasing, (SDCOE – 60%) and safe (SDCOE - 77%) according to our CHKS data. Our local survey also showed increasing scores at 77.9% for students and 80% for parents. Our partners continue to share a need to establish a positive climate, increased communication-especially about challenges as well as supportive services for overall wellness of students and families. In addition, students experiencing a lowered income need to decrease chronic absenteeism, increase connectedness, and decrease dropouts. **Scope:** LEA-wide	To address these needs, we have a PBIS system, as one part of our Multi-Tiered System of Support (MTSS) in which we have invested much time and resources in building supportive structures for students and staff to thrive. In addition, we have dedicated professional social workers as well as interns to support the unique barriers and identify root causes that disconnect or provide everyday challenges that our students experiencing lowered income face in coming to school. These services are being offered LEA wide as research is telling us that many students are having challenges and are in need of support, however, we believe that the multi-pronged approach to these challenges will be beneficial to our low-income students, especially as their access to these consistent services is a challenge.	2.1 (connectedness), 2.2 (attendance), 2.3 (chronic absenteeism) and 2.5 (dropouts)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.2	**Action:** Activities to promote student engagement and decrease chronic absenteeism while improving connectedness **Need:** Opportunities for students to engage and learn new skills are both areas that our needs assessment as well as our educational partners identified as important for our students and especially those who are impacted by a lowered income. To this end, the need for more after-school programming, and more VAPA opportunities were repeated often. In addition, the need for more physical activity in the way of sports was also mentioned by several groups of educational partners, including students. All of these were strategies suggested to assist our students with attendance and to engage students in SEL development so that their errors in behavior won't lead to suspensions. Our low-income students' attendance rates were equal to our JCCS at 91%. Low Income rates were slightly higher in suspensions at 2.8% v 2.7% overall JCCS. The challenges are seen in the chronic absenteeism data: K-8 60.6% down 3.6% for low income and overall 60.8% for JCCS K-8 yet still too high. For our low income students in 9-12, and 25.7% vs 25.9% overall JCCS 9-12 we see improvement and yet still there is work needed. **Scope:**	In order to address some of these challenges and meet the needs of our low income students needing more support and opportunities for before and after care, we will work to expand their creativity in VAPA experiences and provide structured opportunities for engagement after school or during school with physical activity. This is being provided on an LEA-wide basis; however, this goal is principally directed at low-income students because of the need for their enrichment and care. These services together help to deescalate behaviors and improve the desire to come to and stay in school programs.	2.2 (attendance) and 2.4 (suspensions), 2.3 (chronic absenteeism)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.3	**Action:** Services and actions to decrease suspension rates **Need:** Low Income rates were slightly higher in suspensions at 2.8% v 2.7% overall JCCS showed a decrease and still a need for improvement. Therefore, our priority is for staff and students for all that are in need of more strategies and support for challenging behaviors. Finally our foster youth population for suspension is 11.1% vs 2.7% overall; and at SPA this rate inclusive of Foster youth and low income student was 21.3% These statistics indicate a need for greater improvement in strategy implementation. **Scope:** LEA-wide	In order to address the challenges of suspension, our educational partners and our employees spoke of the benefit of PBIS and PERTS when done with fidelity, as tools to teach and reward behavior. In addition, a request for a refresher in restorative practices was also made. These actions are both research based practices to address the causes for out of school suspensions and are being provided on a LEA-wide level because they are practices for all students and staff; however, they are being principally directed to our students who are low-income and foster youth due to the overwhelming need for greater support in behavior management and resources to support the school program as suggested in our data. The PERTS survey asks questions of the students on nine areas and then creates a report along with lessons to teach about the areas one finds in need of more support.	2.4 (suspensions)
2.4	**Action:** Support for our MTSS structure through data collection/analysis **Need:** As a system who strives to use data to create supportive plans, our students of lowered income showed great need for personal items as they can impact the ability to attend school, focus and engage in the learning process, deescalating behaviors in the process. This is	Through MTSS, SDCOE is able to identify the specific needs of low income students in order to provide services that support the whole child, including basic needs, interventions, as well as academic and addressing SEL support. With the successful collection, validation, and use of data, we monitor these needs and are able to provide the materials and services needed. The success of our program improvements relies on the accuracy and the expediency in using data to meet our students' needs. While this is important for all of	1.4 Renaissance Learning Reading and Math, 2.3 (chronic absenteeism), 2.4 (suspensions), and 2.5 (dropouts)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	critical to our low-income students who report greater needs in personal items, food distribution, clothing assistance as well as academic support, via our Dashboard. Our JCCS program has experienced the benefit of a Data Use Self-Assessment (DUSA) and many realized a number of challenges with our data, i.e. its collection, storage, and usage. **Scope:** LEA-wide	our students, it is critically important to address challenges in engagement and follow up with support with our students who are low-income. This action is provided LEA wide and is principally directed to students who are experiencing lowered income and those and their families.	
2.5	**Action:** Supportive services for improved engagement to increase graduation rates **Need:** Our Dashboard results reveal a need to improve graduation rates for low income students and especially our court and community schools who serve predominately our low-income population of students. 2024-2025 JCCS: 57% Black: 58% Multilingual learner (EL): 52% Long Term Multilingual learner (LTEL): 50% Foster Youth: 59% Latinx: 57% Low Income: 57% Students with Disabilities: 58% Unhoused: 59% Monarch: 88%	In order to meet the need to focus on low income students and impact all to increase their forward trajectory, this action is provided on a LEA wide basis and is principally directed to low income and those it will benefit by increasing graduation rates and decreasing dropouts ensuring coordination with community colleges for concurrent enrollment; these are both areas that can be influenced by the school counselor and their team. This is done through our evidence-based MTSS via our personalized learning plans assembled by all personnel from the intake specialist to the counselors, the teachers, and others. Through the daily/weekly connections, our system can use these to identify and effectively meet the needs of our students and families minimizing interruptions in learning and promoting graduation. Research and educational partners tell us that school connectedness as well as access to career related opportunities, like CTE, are critically important for our low-income students who often need assistance with resources preparing for post secondary opportunities.	2.5 (dropouts) and 2.6 (Graduation Rate)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Community: 48% Court: 70% San Pasqual Academy: *<11 students **Scope:** LEA-wide		
2.6	**Action:** Parent engagement, involvement, and leadership **Need:** Greater parent/family support and engagement in their student's schooling experience is not only a research-based idea, it is required in so many of the decisions that are made with and for school programs. The greater the involvement, the more skilled and empowered parents will be to request and lead improvement efforts. Our students who are low income, foster youth and Multilingual Learners, including those who may also be students with disabilities great need for parent engagement. **Scope:** LEA-wide	In order to address the needs of Multilingual learners, foster youth, and lowered income students/families who have greater needs for parent engagement, we provide on an LEA-wide basis, training, development, and access to resources. This is good for all students and it is principally directed at each of our unduplicated student groups (MLL, FY, Low Income) because it is beneficial to them all. This occurs by designing and inviting parents and families into the educational space, in an effort to further provide support for their students through education, social and emotional, and other learning opportunities. Our increase in these efforts will support the children and families in their leadership and school connectedness as well as in positive school outcomes. Again, our hope would be for greater participation among all students, however, these are principally directed and targeted at our low-income students, our foster youth parents and partners, as well as our Multilingual learners LEA-wide.	2.7 (Parent participation in programs for unduplicated students (MLL, LI, FY), 2.8 (Parent participation in programs for students with exceptional needs will increase as measured by IEP attendance) and 2.9 (Parents/Guardians in SDCOE are involved in school decision-making - SSC/ELAC, DPAC/DELAC)
3.1	**Action:** Increase the number of students enrolled in postsecondary planning and preparation **Need:**	In order to meet this need, our Personal Learning Plans (PLPs) are designed to encompass the life skills planning that our educational partners spoke of. These include, financial literacy, college and career planning and life skills to assist with this	3.1 - college courses

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Support for preparing students who are low income in enrolling and succeeding in college for a variety of postsecondary options, including concurrent enrollment, in addition to personal learning plans and other post secondary options as evidence by our Orange on the Dashboard. Our students impacted by a lowered income face this challenge more often, especially at Community and those students with disabilities with 6.1% vs 7.4% overall JCCS. **Scope:** LEA-wide	goal; we will also work to get the plans completed, enrolling in college, as well as obtaining resources for books and support for classwork. Our personal learning plans help to address these requests and other individual goals to accomplish the research, enrollment and persistence needed to prepare and succeed in college. Our students are constantly in transition and instability is often a greater challenge. This action is principally directed to the needs of our low income students, however, it is provided on a LEA-wide basis as other students will also benefit.	
3.2	**Action:** Ensure access to Career Technical Education (CTE) pathways & Industry recognized certifications **Need:** As a system, we are working on ensuring CTE access and it shows that 95% of CTE courses are taken by our students who are low income. Also, the number of students receiving industry certifications and CPR cards are 100% students who are low income including those who may also be students with disabilities As indicated on our dashboard, low income students need CTE and certifications; it is seen as a pathway to a possible career. **Scope:**	In order to meet this need, it is critically important for students to have exposure and more practice with work readiness skills through CTE and other industry related certification programs for the purpose of expanding their postsecondary options and gaining access to careers. this action is principally directed at our low-income students including those who may also be students with disabilities in the LEA and Community schools, in addition to Court, Monarch, and SPA. This action is being provided on an LEA-wide basis because these are experiences that all students can benefit from.	3.2 (CTE Course Enrollment) and 3.3 (First Aid and Food Handler's Card)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.3	**Action:** Transition internally and externally for students in JCCS **Need:** Transitions internally and externally for students who are low income, MLL, and foster youth including those who may also be incarcerated and/or expelled are critical to the success of the students planned actions as well as their continued success in schooling. Our data from our educational partners, especially Court and Community schools were adamant about the need for a smooth and well planned transition both in and out of our programs. **Scope:** LEA-wide	The monitoring enable the transition technicians to identify the needs of our unduplicated students, identify postsecondary goals and support the execution of the individualized learning plans created by the counselors and the student. The technicians also engage with families to assist with follow-through as placements may change. This helps to significantly decrease our dropout rates and increase our certification programs and college course completion rates. Our support for this work has proved beneficial in the trajectory of our students upon completing our program. This action is principally directed for our students who are low-income, foster youth, and Multilingual learners as their future is often times determined by the plans we make with them today, however, these services are important for all students, therefore it they are offered on an LEA-wide basis.	3.1 Concurrently Enrolled, 3.4 (Percent of foster youth who are immediately enrolled and placed in appropriate courses per state and local statue) and 3.5 (Percent of districts involved in foster youth coordination) and 3.6 Number/percent of students expelled and outcomes toward reinstatement/ postsecondary options)

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:**	In order to meet the needs of our MLLs inclusive of our LTMLLs, we are providing time daily, professional learning and intense language	1.4 Renaissance Learning Reading and Math

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Implementation of State Standards for Multilingual learners (MLLs) and services to Long-Term Multilingual learners (LTMLLs) **Need:** The unique need for academic English Development with our MLLs and LTMLLs has been called out by our data and our feedback from our parents/families and students. Based on this analysis a need for our work with our ELD students to continue and increase is shown. Although our MLLs are making progress, in Ren Learn Reading ELs 47% v 50% overall JCCS, Math 47% v 50% and our more long term students taking the SBAC need greater assistance: ELA MLLs .01% v 10.14% All and Math MLLs 0% v 2.61% All. There is still a need to make greater improvement, hence the reason we have designed this action to help achieve this goal. The request is for us to continue with the focus and the work we have been doing in professional learning, intense language function focus and curriculum implementation and adoptions. **Scope:** Limited to Unduplicated Student Group(s)	function focus within our curriculum implementation quarterly, as well as adoptions to the instructional staff to improve the outcomes for MLLs and LTMLLs in language acquisition, ELA and Math. These have been the strategies we have used to focus and show progress with our MLLs.	1.5 English Learner Progress Indicator 1.6 Reclassification
1.4	**Action:** Support for foster youth at San Pasqual Academy **Need:**	In order to meet the needs of academic and behavioral support, the services are being provided to a residential foster youth facility that provides education for its residents. The focus on the whole child and PBIS has proven beneficial in the past to improve the culture and the outcomes	1.4 Renaissance Learning Reading and Math and 1.10 SBAC English language arts and Mathematics 2.1 Connectedness

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Our needs assessment found that there is a unique need for our foster youth to improve in their academic achievement overall (Ren Learn Reading 44% vs JCCS overall 50%, Math 44% vs 50% overall JCCS. In addition, the suspension rates at SPA have greatly increased to 21.3% vs 2.7% overall JCCS signifying a greater need for support and collaboration between the housing and educational facilities. The educational partners believe this is a contributing factor to their overall performance and asked for assistance in these areas as well. These scores were proven to be a result of the level of transition that happens with our foster youth as well as a need for greater emphasis on the holistic approach to SEL needs in addition to the academics and behavior support for each student. **Scope:** Limited to Unduplicated Student Group(s)	in suspension as well as academics. Therefore, the focus is specifically on this school and its attention to supporting their whole child. We are principally directing all professional learning, processes for integrating new students, and support for teachers to handle the social and emotional, behavioral and academic needs of the students in foster care. Access to placement and enrollment expediently and access to proper coursework, behavior support, and preparation for college have proven beneficial in motivating students to perform and put themselves out there! These actions seek to provide principally directed support for the foster youth at SPA for support in all areas, e.g. suspensions - behavioral support, academic acceleration, etc. to not only meet the students where they need but allow them to experience growth at their grade level and a few beyond.	2.4 Suspension

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$68,564,237	$7,977,030	11.634%	0.000%	11.634%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$15,507,425.00	$7,061,811.00	$1,452,143.00	$7,134,247.00	$31,155,626.00	$19,704,966.00	$11,450,660.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Supplementing the basic instructional program and other support service to students	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$6,940,163.00	$8,392,407.00	$7,202,746.00	$3,861,230.00	$24,712.00	$4,243,882.00	$15,332,570.00	
1	1.2	Implementation of the State Standards - for All Learners	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,870,033.00	$256,864.00	$1,117,448.00	$401,620.00	$16,500.00	$591,329.00	$2,126,897.00	
1	1.3	Implementation of State Standards for Multilingual learners (MLLs) and services to Long-Term Multilingual learners (LTMLLs)	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	ongoing	$835,324.00	$4,511.00	$720,848.00	$41,327.00	$0.00	$77,660.00	$839,835.00	
1	1.4	Support for foster youth at San Pasqual Academy	Foster Youth	Yes	Limited to Unduplicated Stude	Foster Youth	Specific Schools: San Pasqual	ongoing	$841,935.00	$55,539.00	$870,093.00	$10,542.00	$900.00	$15,939.00	$897,474.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					nt Group(s)		Academy									
2	2.1	Creating a positive school culture/transformational environment	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$1,140,108.00	$18,250.00	$858,752.00	$282,997.00	$7,484.00	$9,125.00	$1,158,358.00	
2	2.2	Activities to promote student engagement and decrease chronic absenteeism while improving connectedness	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$208,570.00	$840,823.00	$21,981.00	$439,436.00	$2,700.00	$585,276.00	$1,049,393.00	
2	2.3	Services and actions to decrease suspension rates	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	ongoing	$1,140,108.00	$18,250.00	$858,752.00	$282,997.00	$7,484.00	$9,125.00	$1,158,358.00	
2	2.4	Support for our MTSS structure through data collection/analysis	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$1,371,939.00	$0.00	$311,782.00	$13,040.00	$0.00	$1,047,117.00	$1,371,939.00	
2	2.5	Supportive services for improved engagement to increase graduation rates	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$1,014,894.00	$0.00	$822,744.00	$0.00	$0.00	$192,150.00	$1,014,894.00	
2	2.6	Parent engagement, involvement, and leadership	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$975,978.00	$23,212.00	$274,094.00	$561,565.00	$0.00	$163,531.00	$999,190.00	
3	3.1	Increase the number of students enrolled in postsecondary planning and preparation	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$1,014,894.00	$0.00	$822,744.00	$0.00	$0.00	$192,150.00	$1,014,894.00	
3	3.2	Ensure access to Career Technical Education (CTE) pathways &	Low Income	Yes	LEA-wide	Low Income	All Schools	ongoing	$1,468,081.00	$1,079,318.00	$742,502.00	$405,571.00	$1,392,363.00	$6,963.00	$2,547,399.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		Industry recognized certifications														
3	3.3	Transition internally and externally for students in JCCS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$882,939.00	$0.00	$882,939.00	$0.00	$0.00	$0.00	$882,939.00	
4	4.1	Equity multiplier student support and services to reduce chronic absenteeism	All	No			Specific Schools: Monarch, San Pasqual Academy	1 Year	$0.00	$61,037.00	$0.00	$61,037.00	$0.00	$0.00	$61,037.00	
4	4.2	Equity multiplier student supports to reduce suspension rates	All	No			Specific Schools: Monarch, San Pasqual Academy	1 Year	$0.00	$59,242.00	$0.00	$59,242.00	$0.00	$0.00	$59,242.00	
4	4.3	Equity multiplier student supports to improve English language arts literacy and Reading and Math at Monarch	All	No			Specific Schools: Monarch School	1 Year	$0.00	$59,242.00	$0.00	$59,242.00	$0.00	$0.00	$59,242.00	
5	5.1	Equity Multiplier Supportive Services for improved engagement to	All	No			Specific Schools: Court School	1 Year	$0.00	$174,590.00	$0.00	$174,590.00	$0.00	$0.00	$174,590.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		increase graduation rates					s and Community Schools									
5	**5.2**	Equity Multiplier Supportive services to improve College and Career indicators	All	No			Specific Schools: Court Schools and Community Schools	1 Year	$0.00	$145,491.00	$0.00	$145,491.00	$0.00	$0.00	$145,491.00	
5	**5.3**	Equity Multiplier Supportive services to improve ELA, Math, Science, and Multilingual Learner Progress	All	No			Specific Schools: Court Schools and Community Schools	1 Year	$0.00	$145,491.00	$0.00	$145,491.00	$0.00	$0.00	$145,491.00	
5	**5.4**	Equity Multiplier Supportive services to improve suspension rates in Community schools	All	No			Specific Schools: Community Schools	1 Year	$0.00	$29,098.00	$0.00	$29,098.00	$0.00	$0.00	$29,098.00	
5	**5.5**	Equity Multiplier Supportive services to reduce Chronic Absenteeism rates in Community schools	All	No			Specific Schools: Community Schools	1 Year	$0.00	$87,295.00	$0.00	$87,295.00	$0.00	$0.00	$87,295.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$68,564,237	$7,977,030	11.634%	0.000%	11.634%	$15,507,425.00	0.000%	22.617 %	**Total:**	$15,507,425.00
								LEA-wide Total:	$13,916,484.00
								Limited Total:	$1,590,941.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Supplementing the basic instructional program and other support service to students	Yes	LEA-wide	Low Income	All Schools	$7,202,746.00	
1	**1.2**	Implementation of the State Standards - for All Learners	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,117,448.00	
1	**1.3**	Implementation of State Standards for Multilingual learners (MLLs) and services to Long-Term Multilingual learners (LTMLLs)	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$720,848.00	
1	**1.4**	Support for foster youth at San Pasqual Academy	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	Specific Schools: San Pasqual Academy	$870,093.00	
2	**2.1**	Creating a positive school culture/transformational environment	Yes	LEA-wide	Low Income	All Schools	$858,752.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Activities to promote student engagement and decrease chronic absenteeism while improving connectedness	Yes	LEA-wide	Low Income	All Schools	$21,981.00	
2	2.3	Services and actions to decrease suspension rates	Yes	LEA-wide	Foster Youth Low Income	All Schools	$858,752.00	
2	2.4	Support for our MTSS structure through data collection/analysis	Yes	LEA-wide	Low Income	All Schools	$311,782.00	
2	2.5	Supportive services for improved engagement to increase graduation rates	Yes	LEA-wide	Low Income	All Schools	$822,744.00	
2	2.6	Parent engagement, involvement, and leadership	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$274,094.00	
3	3.1	Increase the number of students enrolled in postsecondary planning and preparation	Yes	LEA-wide	Low Income	All Schools	$822,744.00	
3	3.2	Ensure access to Career Technical Education (CTE) pathways & Industry recognized certifications	Yes	LEA-wide	Low Income	All Schools	$742,502.00	
3	3.3	Transition internally and externally for students in JCCS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$882,939.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$27,430,862.00	$24,244,328.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Supplementing the basic instructional program and other support service to students	Yes	$11,847,336.00	$9,606,839
1	**1.2**	Implementation of the State Standards - for All learners	Yes	$1,833,824.00	$1,999,695
1	**1.3**	Implementation of State Standards for English learners (ELs) and services to Long-Term English learners (LTELs)	Yes	$906,398.00	$747,122
1	**1.4**	Support for foster youth at San Pasqual Academy	Yes	$817,009.00	$562,842
2	**2.1**	Creating a positive school culture-transformational environment	Yes	$1,185,494.00	$1,057,104
2	**2.2**	Activities to promote student engagement and decrease chronic absenteeism while improving connectedness	Yes	$831,836.00	$860,577
2	**2.3**	Services and actions to decrease suspension rates	Yes	$1,185,494.00	$1,057,104
2	**2.4**	Support for our MTSS structure through data collection/analysis	Yes	$1,332,784.00	$1,399,050
2	**2.5**	Supportive services for improved engagement to increase graduation rates	Yes	$956,850.00	$1,015,143
2	**2.6**	Parent engagement, involvement, and leadership	Yes	$931,049.00	$956,920

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Increase the number of students enrolled in postsecondary planning and preparation	Yes	$956,850.00	$1,015,143
3	3.2	Ensure access to Career Technical Education (CTE) pathways & Industry recognized certifications	Yes	$1,516,488.00	$1,666,418
3	3.3	Transition internally and externally for students in JCCS	Yes	$850,948.00	$895,808
4	4.1	Equity multiplier student support and services to reduce chronic absenteeism	No	$199,750.00	$88,397
4	4.2	Equity multiplier student supports to reduce suspension rates	No	$0.00	$17,666
4	4.3	Equity multiplier student supports to improve English language arts literacy and reading at Monarch	No	$199,750.00	$346,316
5	5.1	Equity Multiplier Supportive services for improved engagement to increase graduation rates	No	$594,642.00	$304,589
5	5.2	Equity Multiplier Supportive services to improve College and Career indicators	No	$594,642.00	$550,909
5	5.3	Equity Multiplier Supportive services to improve ELA, Math and Multilingual Learner Progress	No	$612,662.00	$82,259
5	5.4	Equity Multiplier Supportive services to improve suspension rates in Community schools	No	$77,056.00	$14,427

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$7,866,407	$14,756,652.00	$13,140,130.00	$1,616,522.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Supplementing the basic instructional program and other support service to students	Yes	$6,715,515.00	$5,601,734		
1	1.2	Implementation of the State Standards - for All learners	Yes	$1,009,576.00	$1,052,097		
1	1.3	Implementation of State Standards for English learners (ELs) and services to Long-Term English learners (LTELs)	Yes	$789,442.00	$608,548		
1	1.4	Support for foster youth at San Pasqual Academy	Yes	$749,131.00	$323,337		
2	2.1	Creating a positive school culture- transformational environment	Yes	$875,429.00	$774,071		
2	2.2	Activities to promote student engagement and decrease chronic absenteeism while improving connectedness	Yes	$83,043.00	$76,795		
2	2.3	Services and actions to decrease suspension rates	Yes	$875,429.00	$774,071		
2	2.4	Support for our MTSS structure through data collection/analysis	Yes	$303,406.00	$335,123		
2	2.5	Supportive services for improved engagement to increase graduation rates	Yes	$773,138.00	$822,159		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.6**	Parent engagement, involvement, and leadership	Yes	$260,312.00	$269,625		
3	**3.1**	Increase the number of students enrolled in postsecondary planning and preparation	Yes	$773,138.00	$822,159		
3	**3.2**	Ensure access to Career Technical Education (CTE) pathways & Industry recognized certifications	Yes	$698,145.00	$784,603		
3	**3.3**	Transition internally and externally for students in JCCS	Yes	$850,948.00	$895,808		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$67,356,038	$7,866,407	0.000%	11.679%	$13,140,130.00	0.000%	19.508%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and

- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

- The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would

divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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