Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Santa Barbara County Education Office	Bridget Baublits Associate Superintendent, Educational Services	bbaublits@sbceo.org 805-964-4711

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	1	83.33%
Total Teacher Misassignments	0	0%
Vacant Teacher Positions	0	0%

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0%

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0%

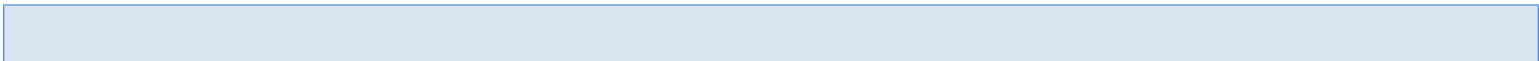## Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest) -
   - 1 - Exploration and Research Phase
   - 2 - Beginning Development
   - 3 - Initial Implementation
   - 4 - Full Implementation
   - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards		2			
History-Social Science				4	

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

   Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)			3		
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards			3		
History-Social Science				4	

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

   Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards		2			
History-Social Science				4	

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**

   Rating Scale (lowest to highest) -
       1 - Exploration and Research Phase
       2 - Beginning Development
       3 - Initial Implementation
       4 - Full Implementation
       5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education				4	
Health Education Content Standards			3		
Physical Education Model Content Standards				4	
Visual and Performing Arts			3		
World Language			3		

Support for Teachers and Administrators

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

   Rating Scale (lowest to highest) -
       1 - Exploration and Research Phase
       2 - Beginning Development
       3 - Initial Implementation
       4 - Full Implementation
       5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered			3		

Optional Narrative (Limited to 1,500 characters)

6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

> In order to provide consistent implementation of our adopted curriculum we have created several curriculum workgroups in the areas of ELA, Math and CTE. This year the ELA workgroup met six times with an Educational Consultant who subspecializes in Character Based Literacy, our ELA curriculum. To create unit plans, identify and embed integrated ELD strategies and develop common assessments. Our math workgroup met five times this year for professional learning to support the deepening teachers' understanding of the CA Common Core State Standards for Math; common instructional routines and strategies; and implementation of NCTM Equitable Mathematics Teaching Practices. In addition, the workgroup teachers each received two days of one-on-one coaching. This year we saw an improvement in our ELA and Math CAASPP scores indicating these workgroups are a successful strategy and is something we plan to continue.

Our JCCS Director and CTE Director collaborated throughout 2021-22 to research and adopt a CTE Pathway. In the summer of 2022 our CTE teacher received training and in the fall of 2022 we started offering a course in Manufacturing at Los Robles School with 24.71% earning credits in manufacturing. Our CTE Workgroup meet five times throughout the year lead by our CTE TOSA and CTE Coordinator. These meetings were devoted to deepening understanding of high quality CTE programming, course outlines and sequencing, and integrating industry certifications.

In 2021-22 we took the first step to becoming WASC accredited by submitting our application in January 2022, this prompted our initial WASC visit in November 2022. In February 2023 we were awarded Initial Accreditation Status through June 30, 2026. This allows us to provide a robust, broad course of study to satisfy the A-G course requirements for entrance into the University of California (UC) and California State University (CSU) systems.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction
Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions
This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.					5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.					5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				4	

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

This was an area of strength for JCCS in 2022-23. We were able to increase our parent outreach by holding parent/teacher conferences for all students enrolled in our programs in the fall and again in the spring. By increasing our outreach efforts, and by holding conferences both by phone and in person, we were able to increase the percentage of parents who participated from 84.44% in 2021-22 to 87.69% in 2022-23. We continue to reach out to parents regularly throughout the year to provide progress updates and hold parent/teacher meetings as needed. In addition, we use ParentSquare as our communication tool. This online platform allows us to reach out to parents to provide community updates and training opportunities, school schedules, and notifications in real time. 77% of our parents are contactable through ParentSquare.

This year we contracted with the Promotores Network to review and update our annual parent survey through a culturally responsive lens. Additionally, the Promotores called parents to administer the survey verbally to ensure parents understood the questions. This personal outreach meant we were able to receive responses from 60.6% of parents. Through our parent survey we learned, 75% of parents surveyed reported their child feels supported by one or more staff members at the school and 85% of parents indicated this school does a good job designing an educational plan for their child's success.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

Upon careful analysis of our data we found 50% of parents indicated on the annual parent survey that they would like more information about teen drug and alcohol abuse and 65% requested information about counseling services. Based on this input we plan to hold additional parent information nights to highlight family services available in these areas.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Establishing relationships with the families of our students is a priority for JCCS, we take great pride in the process we have implemented to ensure all families are engaged in their child's education. During the enrollment process, teachers get to know the entire family. Throughout the school year, the teaching staff continues to build relationships by staying in contact with parents, updating them on their child's progress, and holding conferences as needed. Twice a year we calendar formal parent/teacher conferences when all parents are contacted to provide a progress update. Parents have really responded to this approach and often initiate conversations with the school staff asking for advice on how to assist their child. For our Spanish-speaking families, our office staff and teaching assistants are bilingual and provide interpretation services as needed. ParentSquare, which provides information in both English and Spanish, has proven to be a resource that has greatly enhanced our ability to regularly communicate with our families.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
    1 - Exploration and Research Phase
    2 - Beginning Development
    3 - Initial Implementation
    4 - Full Implementation
    5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.					5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

By using the Promotores Network this year we were able to greatly increase the amount of feedback we received through our Annual Parent Survey. 85% of parents reported that the school does a good job evaluating their child's academic needs and creating an educational plan. Over 80% reported that we do a good job evaluating their child's emotional needs and providing positive support and guidance to students. During parent/teacher conferences parents often report how appreciative they are of the input they receive on their child's progress while incarcerated, however, the feedback we receive only captures a small percentage of our parents, as the information is received during parent-teacher conference weeks in October or April.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Our court schools are located within Probation facilities, therefore it is important for us to work closely together with Probation staff, so we can reach the whole child. Probation and Behavioral Wellness staff attend weekly school meetings. A large part of these meetings is devoted to discussing student progress and/or concerns. Last year we planned to expand these meetings to include the WellPath Pediatrician and Behavior Wellness Forensic Manager, but due to scheduling conflicts and a complete turnover of Probation Management staff we were unable to create a meeting schedule that included all partners. We still feel having input from these additional partners is necessary and will continue to work on a meeting schedule that accommodates every agency.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

We have found that families of at-promise students have not been connected to their child's school in the past except to deal with behavior issues. This means we first need to establish trust so that families know we are available to help. The first step is connecting with parents during the enrollment process. For families of students in our court schools, this means calling home and talking with the parents. During phone calls, we assure parents that their child will attend school while incarcerated. For students attending our community school, staff make an effort to get to know all members of the family present during the enrollment appointment. Once the paperwork is completed we then take them for a tour of the school. By taking the time during enrollment to connect with the parents, we have found that our parents are more willing to discuss issues that may arise later in the year. We frequently call home to update parents on their child's progress.

In the 2021-22 school year we partnered with Probation and implemented Multi-Disciplinary Team (MDT) meetings, in attendance are parents, the student, probation officer, probation manager, Behavioral Wellness clinician, WellPath

Pediatrician and/or nurse, and school staff. The primary purpose of these meetings is to set goals, discuss progress, and any concerns that may be getting in the way of the student's success. These meetings have been helpful in getting everyone on the same page in order to help the student achieve their goals. We have continued participating in these meeting during the 2022-23 and plan to continue this practice moving forward.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
  1 - Exploration and Research Phase
  2 - Beginning Development
  3 - Initial Implementation
  4 - Full Implementation
  5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

JCCS takes great pride in working with education partners and has created multiple ways for partners to provide meaningful contributions to the LCAP process. Starting with our parents who are provided multiple opportunities to provide input throughout the school year including; serving on the Parent-Student Advisory Council, attending parent-teacher conferences, completing a parent survey, and using ParentSquare. With two of our three schools located in Probation facilities, it is vital to have ongoing conversations with our Probation partners who attend weekly staff meetings. In addition to attendance at weekly staff meetings, the JCCS Director and Probation Manager met 17 times throughout the school year. We strongly believe that having regular meetings will further enhance our ability to work together and reach the whole child.

Since students attending JCCS typically are with us for only a fraction of the school year and then return to their school of residence, we engage with the local school districts throughout the school year. The JCCS Director met with school district representatives 12 times throughout the year to ensure a continuum of services, identify student needs, as well as, evaluate student and program effectiveness. In order to provide a robust education for our students with disabilities, the JCCS Leadership met six times throughout the school year with Special Education Leadership. The SBCEO Special Education Team met regularly with the Santa Barbara SELPA, thereby completing the feedback loop. The JCCS Leadership Team, consisting of management, general and special education teachers,

teaching assistants, and a student information specialist met five times to provide input regarding how to address student academic and behavioral needs, professional development, CTE programs, and student achievement.

A focus for the past two years has been the implementation of CTE programs in JCCS. This has been a multi-pronged approach that began in 2021-22 by hiring a Teacher on Special Assignment (TOSA) who provides weekly coaching sessions with teachers and bi-weekly Workgroup meetings on Zoom for group check-ins. Additionally, the CTE Coordinator convened five full workdays with the CTE teachers and TOSA for unit planning and sharing of best practices to ensure a consistent implementation across JCCS.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

JCCS believes all parents have the right to provide input on their child's education, this includes parents from historically underrepresented groups and parents whose child is with JCCS for short-term enrollments (less than 30-days). ParentSquare is the ideal platform to increase our ability to receive input from our parents since it is connected to our student information system which means that regardless of when a student is enrolled the parent and/or guardian receive an invite. In 2021-22 we noticed a decline in the number of parents who participate in the annual Parent Survey so for 2022-23 we contracted with the Promotores Network who reviewed the survey through a culturally sensitive and equity lens. Once the survey was finalized the Promotores called the parents and conducted the survey over the phone in English or Spanish depending on the parent's preferred language. This allowed for a more personal survey experience and increased the number of parents who participated from less than 10% in 2021-22 to over 60% in 2022-23.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

We made significant improvement in 2022-23 to increase parent engagement which indicates we are on track. In 2023-24 we will continue to contract with the Promotores Network to assist with the Parent Survey. With 44% of our parents attending our Parent Information Night in the spring of 2023 we plan on holding at least two Parent Information Nights in 2023-24; one in Fall of 2023 and another in Spring of 2024.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

The California Healthy Kids Survey (CHKS) is administered every other year and was given in November 2022, with 55% of students responding.

Students in grades 8-12 participated in the survey. JCCS parents also participate in annual surveys created by the JCCS Leadership Team and advisory committee members. Survey results are reviewed and analyzed by the JCCS Leadership Team and advisory committee members, and results are summarized in the Local Control Accountability Plan (LCAP). Local decisions are made based on the results of these surveys.

The CHKS results indicated that the majority of students (60%) reported they are always trying to do better in their schoolwork and 59% reported there is a teacher or other adult who wants them to do their best. Our data confirm that our staff is building relationships that have a meaningful impact on our students and their choices. The majority of our students are coming to us with adverse childhood trauma and the fact that the results of the survey show they have an adult who they can trust at school is a huge achievement. Having one caring adult has proven to be a key indicator of a child's ability to overcome childhood trauma and build resiliency.

An area of concern was the high number of students (88%) of students reported they've used illicit alcohol or other drugs to get "high" and 36% reported heavy drug use. Additionally, 20% of students reported being chronically sad or having feelings of hopelessness. This data supports the need to have a full-time Youth Support Specialist (YSS) through the Council on Alcohol and Drug Abuse (CADA) on campus who provides both individual and group therapy sessions. In 2022-23, JCCS teachers and teaching assistants received training in mental health, substance abuse, and trauma-informed practices to better support student needs. To keep students and staff safe, every other year staff renew their certification in Crisis Prevention & Intervention (CPI).

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

The tools listed below have been identified to track student access and enrollment in a broad course of study:

* Transcripts and Individualized Learning Plans (ILPs)
Upon enrollment, JCCS staff request and evaluate student transcripts to determine the appropriate course of study for each individual student. Priority is given to courses needed for graduation. An Individualized Learning Plan (ILP) is created for every JCCS student to help ensure access to and completion of courses needed for graduation. ILPs are reviewed with students on an ongoing basis as courses are completed and new courses are assigned.

* Master Schedule
The JCCS master schedule is created to ensure that all students have access to state-required coursework. The master schedule is flexible enough to allow for the creation of special schedules when students have unique coursework needs that deviate from a traditional schedule.

* Aeries Course Report
JCCS provides a breadth of online coursework opportunities through the Anywhere Learning System. Online course enrollment and completion are monitored through Aeries.

* Individualized Education Plan (IEP)
The four tools identified above may be used to disaggregate data for all JCCS student subgroups. In addition, the IEP is consistently used to review and monitor the course of study for students with exceptional needs.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent

to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

We devote a great deal of energy to ensure our students have access to and are enrolled in the courses needed for high school graduation. We are proud to say that 100% of our students have access to a breadth of courses through either direct instruction or online coursework. Of our three school sites, Dos Puertas located at the Juvenile Justice Center presents the greatest challenge due to the short-term nature of detainment. We have a designated staff at each site to aid in the collection and use of necessary data to ensure students receive a seamless education while enrolled with JCCS. We have a formal MOU with Probation identifying responsible parties to assist students as they transition back into their community.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

In 2022-23, the greatest barriers we faced were these:

In 2019 we were identified for Differentiated assistance in Career and College Readiness and took the following corrective actions.

- In the 2020-21 school year we had three JCCS teachers, one at each site, receive their Designated Subject credential authorizing them to teach our new Exploratory CTE class. The CTE TOSA hired in August 2021, was instrumental in ensuring these classes were uniformly implemented during 2021-22. In addition, she provided one-on-one coaching to our CTE teachers to provide support since this is a new subject area for our JCCS teachers. We then focused our efforts on identifying a CTE Pathway to offer students. After researching programs in the fall of 2021, a pathway was identified in Spring 2022 and our JCCS teacher attended training in summer 2022. In 2022-23 we piloted the manufacturing class at Los Robles with 24.71% of CTE students enrolled in Manufacturing 1.

With the daily turnover of students at Dos Puertas, staff are faced with balancing the ongoing demands of (a.) meeting the comprehensive needs of newly enrolled students, including evaluation of transcripts, determination of coursework, assessment of academic strengths and needs, and orientation; (b.) determination of grades and transcript updates for exiting students; and (c.) maintaining a rigorous instructional environment for all students.

- The length of detainment for students at the Juvenile Justice Center is varied, with some enrollments lasting only a few days. Ongoing and necessary triage is needed in order to accommodate the academic needs of our students and provide essential support.

- Since the majority (62.3%) of students enter JCCS with severe academic deficits, our main priority is helping them get back on track toward high school graduation. Once students are on track, we are able to offer a greater breadth of coursework to enrich their high school experience.

- Many JCCS students have experienced social, emotional, and physical trauma that impedes their ability to access the academic curriculum, interact with others, cope with anxiety, and maintain focus. Our staff has engaged in meaningful professional learning to implement practices that support the academic, social, and emotional needs of our students. It is necessary to constantly evaluate student needs and adjust strategies, supports and instructional practices, and we are dedicated to ensuring our students are provided every opportunity for success.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

In order to promote access to a broad course of study, we are focusing on:

- In February 2023 we received our initial Western Association of Schools and Colleges (WASC) accrediton which allows us to provide an even broader course of study including A-G courses.
- Continuing to provide students with access to Anywhere Learning Systems an online credit recovery program.
- Aligning courses between court schools to ensure continuity of education and coursework as students transition between sites;
- Continuing to engage in professional learning in such areas as standards-based instruction, trauma-informed care, and restorative practices
- Continuing transitional supports for students entering and exciting JCCS
- Communication within school sites and across the JCCS system

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					5
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					5
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					5
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					5
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other					5

Coordinating Instruction	1	2	3	4	5
program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					5

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).				4	
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					5

Coordinating Services	1	2	3	4	5
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					5
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					5
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					5
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					5