

# 2024-25 Local Performance Indicator Self-Reflection

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## Introduction

The California 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.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

## Performance Standards

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 the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- 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.

## Local Indicators

The local indicators address the following state priority areas:

### **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 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)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

## **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/body at the same public meeting at which the LCAP is adopted 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 public 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 an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted 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/body at the same public meeting at which the LCAP is adopted 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 COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted 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/body at the same public meeting at which the LCAP is adopted 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 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)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2021-22	47.2	84%	9.3%	1.1%	0.0%	4.7%	0.9%	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

See responses in Option 2

## 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

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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

<b>Academic Standards</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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	N/A
Career Technical Education				4		
Health Education Content Standards				4		
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				4	

## 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.

To ensure consistent implementation of our adopted curriculum, JCCS established curriculum workgroups in English Language Arts (ELA), mathematics, and Career Technical Education (CTE).

The ELA workgroup met six times this year with an Educational Consultant specializing in Character Based Literacy, our ELA curriculum. Their goals were to create unit plans, embed integrated English Language Development (ELD) strategies, and develop common assessments. Additionally, an ELD workgroup was formed to identify a new ELD curriculum. Professional Learning Communities (PLCs) began meeting bi-monthly with all teaching staff to develop targeted strategies in ELA/ELD for JCCS's unique student population.

The math workgroup convened five times this year for professional development to deepen teachers' understanding of the California Common Core State Standards for Mathematics. They focused on common instructional routines and strategies, as well as implementing the National Council of Teachers of Mathematics (NCTM) Equitable Mathematics Teaching Practices. Additionally, two of the three workgroup teachers received two sessions of one-on-one coaching, while the third member received one day of coaching.

Lastly this past year, the JCCS and CTE Director collaborated to enhance the Manufacturing Pathway. However, in February 2024, Los Robles, the school where the Manufacturing Pathway was located, closed. This necessitated a pause in the program until it could be transitioned to DPS.

## **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: <sup>1</sup>

- 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):

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

Practices	Rating Scale Number
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.

In 2023-24, JCCS excelled in building relationships between staff and families through effective parent outreach efforts. We organized parent-teacher conferences for students in the fall and spring, offering phone and in-person meetings, achieving an 86.73% parent participation rate. Throughout the year, we maintained regular communication with parents to provide progress updates and schedule meetings as needed.

ParentSquare, an online platform, is a key component of our communication strategy as it allows for real-time interaction with parents/guardians. We are able to share community/school updates, training opportunities, school schedules, and notifications. Currently, 95% of our parents/guardians are reachable through this platform.

JCCS renewed the contract with the Promotores Network to ensure broad participation in our parent/guardian survey. The Promotores assisted by calling parents/guardians and administering the survey verbally, ensuring comprehension. This personal outreach resulted in responses from 79.66% of parents/guardians, providing valuable feedback. The survey revealed that 80.9% of parents/guardians feel the school provides positive support and guidance to their child, and 85% believe the school effectively designs educational plans for their child's success.

Our strong parent/guardian engagement, effective use of communication tools, and proactive outreach have fostered a supportive and collaborative environment for students and their families.

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 analyzing attendance at parent/guardian education nights, we found that parents/guardians responded well to one-time training opportunities, with a 44% attendance rate for the "Mental Health First Aid" training. However, attendance dropped to 13.64% for the weekly six-part CHARLA'S series. For the 2024-25 school year, we plan to survey parents at the beginning of the year to gather input on preferred training topics. Based on this feedback, we plan to offer more one-time training sessions aligned with the survey responses to better meet the needs of parents/guardians needs increase engagement.

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.

Building relationships with the families of our students is a priority for JCCS. During the enrollment process, teachers make an effort to get to know the entire family. Throughout the school year, teaching staff continue to build relationships by staying in contact with parents/guardians, providing updates on their child's progress, and holding conferences as needed. We schedule formal parent-teacher conferences bi-annually contacting all parents/guardians to provide progress updates. This approach has been well-received, with parents often initiating conversations with school staff for advice on supporting their child.

For our Spanish-speaking families, bilingual office staff and teaching assistants provide interpretation services as needed. ParentSquare, which offers information in both English and Spanish, has significantly enhanced our ability to communicate regularly with families. For our Mixteco speaking families, we use an interpreter provided by a partner district. Through these efforts, we aim to ensure that all families, including those who are underrepresented, are actively engaged in their child's education.

## 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):

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

Practices	Rating Scale Number
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)

- 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 again this year JCCS was able to increase the amount of feedback they received through our Annual Parent Survey. 80.9% of parents reported that the school does a good job evaluating their child's academic needs and creating an educational plan. 76.6% reported that JCCS does a good job evaluating their child's emotional needs and providing positive support and guidance to students. During parent/teacher conferences parents/guardians often report how appreciative they are of the input they receive on their child's progress, one parent stated that we "made her day" when sharing her child's progress.

- 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 School is located within the Juvenile Justice Center, a Probation facility. It is important for us to work closely together with Probation staff, so we can reach the whole child. Therefore, we attend each other's meetings. Probation staff attend weekly school meetings. A large part of these meetings are devoted to discussing student progress and/or concerns. School staff also attend Probation convened "Treatment Team" meetings that are held every 30 days for each student, also in attendance are Behavior Wellness and WellPath Medical staff. These meetings are devoted to discussing individual student's progress while incarcerated.

Our Community School started holding "Intervention Team" meetings this year. These meetings serve multiple purposes. The first is to review the referral packet and determine appropriate interventions so the student can learn the skills needed to be successful in school. The second is for the team to monitor the interventions that have been implemented so far and determine if additional supports are needed or if modifications to the current interventions need to be made.

- 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.

When we initially meet with families of the at-risk students, they are hesitant to trust the school since they have not been connected to their child's school in the past except to deal with behavior issues. Therefore, we first need to establish trust so that families know we are truly available to help. The first step is connecting with parents during the enrollment process. For families of students in the Court School, 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/guardians, we have found that our parents/guardians are more willing to discuss issues that may arise later in the year. In order to strengthen trust, JCCS staff frequently call home to update parents/guardians on their child's progress.

Another engagement strategy involves the Multi-Disciplinary Team (MDT). For the past two years we have partnered with Probation to MDT meetings, in attendance are parents/guardians, the student, probation officer, probation supervisor, Behavioral Wellness clinician, WellPath Pediatrician and/or nurse, and school staff. The primary purpose of these meetings is to set goals, discuss progress, and share 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.

### 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):

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

Practices	Rating Scale Number
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)

- 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 educational 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 School Site Council, attending parent-teacher conferences, completing a parent survey, and using ParentSquare. Since one of our schools is located in a Probation facility, 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 11 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, 40 days in our Court School and 57 days at the Community School, 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 24 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 four 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.

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. Since returning to in-person instruction after the pandemic we noticed a decline in the number of parents who participate in the annual Parent Survey, so we have contracted with the Promotores Network who reviewed the survey through a culturally sensitive and equity lens. Additionally, we contacted the Promotores to call parents and administer 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 85% in 2023-24.

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.

The Promotores Network also increased our outreach to parents/guardians by leading workshops and making personal calls to parents/guardians to invite them to the workshops and school events. We were able to increase our parent information night offerings from one in 2022-23 to seven in 2023-24. In addition, we had the Promotoras call parents to invite them to our Back-to-School night which resulted in 50% of parents attending. Based on our success at Back-to-School we again had the Promotoras call to invite parents to Open House and 33.3% attended. We plan to continue to use the Promotores to engage our families.

## School Climate (LCFF Priority 6)

### Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

### Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

**Prompt 1 (DATA):** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses 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.

The California Healthy Kids Survey (CHKS) was administered in February 2024, with 63% of students responding. Students in grades 7-12 participated in the survey. Due to our small size, with a total of 37 students completing the survey, we are unable to report on student groups. JCCS parents also participate in annual surveys created by the JCCS Leadership Team and SSC members. Survey results are reviewed and analyzed by the JCCS Leadership Team and SSC members, and results are summarized in the Local Control Accountability Plan (LCAP). Local decisions are made based on the results of these surveys.

**Prompt 2 (MEANING):** Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

The CHKS results indicated that the majority of students (62%) reported feeling optimistic about school; with 36% reporting they feel safe at school; 48% report there is an adult at school who really cares about them; and 87% report they have never been afraid of being beaten up at school. Our data confirms 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 the key indicator of a child's ability to overcome childhood trauma and build resiliency.

**Prompt 3 (USE):** Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

An area of concern was the high number of students (65%) who reported they've been drunk or "high" on drugs at school and 35% reported current alcohol or drug use. Additionally, 60% of students reported they did not expect for more good things to happen to them than bad. This data supports the need to have a full-time School Based Therapist (SBT) and a full-time Substance Use Disorder (SUD) Counselor through the Council on Alcohol and Drug Abuse (CADA) on campus who provides both individual and group therapy sessions. In 2023-24, JCCS teachers and teaching assistants received training in mental health, substance abuse, trauma-informed practices, and Crisis Prevention & Intervention (CPI) to better support student needs.

## **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 IEP is consistently used to review and monitor the course of study for students with exceptional needs.

The four tools identified above may be used to disaggregate data for all JCCS student subgroups.

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 ensuring 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. 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 2023-24, the greatest barriers we faced were:

**Student Trauma:** Many JCCS students have experienced social, emotional, and physical trauma that impedes their academic progress, social interactions, anxiety management, and focus. Our staff has engaged in professional learning to support these needs, constantly evaluating and adjusting strategies and instructional practices to ensure student success.

**Academic Deficits:** A significant 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 they are on track, we can offer a broader range of coursework to enrich their high school experience.

**Varied Length of Enrollment:** The length of detainment for students at the Juvenile Justice Center varies, with some enrollments lasting only a few days, but averaging 40 days, which is half a semester. The average enrollment at our Community School is 57 days. This necessitates ongoing academic triage to meet the student's needs and provide essential support.

**CTE Program Transition:** In 2022-23, we piloted a manufacturing class at Los Robles with 24.71% of CTE students enrolled. Unfortunately, Los Robles was closed in February 2024, requiring us to pause the manufacturing course. The program is being transitioned to Dos Puertas for the 2024-25 school year.

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:

- Continuing to provide students with access to Anywhere Learning Systems, an online credit recovery program.
- Alignment of courses between 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 exiting JCCS.
- Communication within school sites and across the JCCS system.
- Implementing Positive Behavioral Interventions & Support (PBIS).



## 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 program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					5
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
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

<b>Coordinating Services</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
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