

2025-26 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
2022-23	52.2	70.8	9.3%	0.0	1.9	18.6	0.4	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)

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			3		
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					5
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 state-adopted academic standards, JCCS continued to utilize curriculum workgroups in ELA, Math, Ethnic Studies, and CTE during the 2024–25 school year. The ELA workgroup met six times with an educational consultant to develop unit plans, embed integrated ELD strategies, and create common assessments. A new ELD curriculum was adopted, and staff received training to support effective implementation. PLCs met bi-monthly to support instructional planning for JCCS's unique student population.

In Mathematics, the workgroup met six times to deepen understanding of the CA Common Core State Standards and focused on identifying and approving a new curriculum. Teachers also received individualized coaching to strengthen instructional practices.

An Ethnic Studies workgroup was established to explore integration of the new graduation requirement. Members participated in three Communities of Practice to guide the development of courses aligned with the state framework.

The Manufacturing Pathway was transitioned from our Los Robles campus to Dos Puertas when the camp closed in June 2024. While the implementation was successful, the retirement of the CTE teacher in February 2025 put the program on pause; recruitment is currently underway.

JCCS remains committed to professional development and inter-departmental collaboration to ensure our curriculum and instruction reflect both the rigor of state standards and the needs of our students.

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):

- 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.

Based on the analysis of educational partner input and local data, JCCS has demonstrated significant strengths and progress in building relationships between school staff and families during the 2024–25 school year. A key area of success was the expansion of intentional parent outreach efforts, including fall and spring parent-teacher conferences that offered both phone and in-person options. These efforts resulted in an impressive 89.38% parent participation rate, reflecting strong engagement and trust between families and school staff.

Ongoing communication throughout the year parents remained informed about their child's progress and could easily access support when needed. ParentSquare, our primary communication platform, played a central role in facilitating consistent, real-time updates. With 96% of families reachable through this platform, we were able to share timely information about school schedules, community resources, training opportunities, and student-related updates; thereby, promoting transparency and two-way communication.

To receive input in our annual parent survey, we continued our partnership with the Promotores Network. This collaboration was instrumental in increasing participation by providing parents with culturally and linguistically responsive support. Promotores called families and administered the survey verbally to ensure clarity and comfort, resulting in a 50% response rate. Survey results showed that 90% of parents believe the school provides positive support and guidance for their children, and 93.3% feel JCCS effectively evaluates their children's academic needs.

These outcomes underscore JCCS's commitment to fostering inclusive, responsive, and collaborative relationships with families as a foundation for student 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.

Based on the analysis of educational partner input and local data, JCCS has identified a key focus area for improvement in Building Relationships Between School Staff and Families: increasing parent engagement through events that are timely, relevant, and directly connected to their child's academic and personal development.

Data collected from parent participation rates indicates that families are most likely to engage in school events when the content is aligned with supporting their child's well-being or educational progress. For example, 57.69% of families attended "Back to School Night," 44.83% attended the "Hidden in Plain Sight" drug education event, and 42.86% participated in the "How to Help Your Child Thrive in School" session. Notably, 84.21% of 8th-grade families attended the high school pre-registration night, highlighting the importance families place on events connected to key student transitions.

This data reflects a broader trend observed through conversations with families and feedback from educational partners—parents are seeking more practical, focused opportunities to partner with school staff in ways that benefit their child. As a result, JCCS is committed to expanding opportunities for targeted parent engagement, especially those tied to student milestones, academic planning, and health and safety topics. Additionally, the program will increase efforts to promote these events through multilingual outreach through the Promotores Network and utilize tools like ParentSquare to ensure all families are informed and encouraged to participate.

By aligning school events with family interests and priorities, JCCS aims to strengthen trust, improve communication, and build deeper partnerships that support both family engagement and student success.

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.

Based on the analysis of educational partner input and local data, JCCS has identified strategies to improve the engagement of underrepresented families as part of our efforts to strengthen relationships between school staff and families. Our focus remains on meeting families where they are and building trust through frequent, intentional, and culturally responsive communication.

Starting from the point of enrollment, school staff make it a priority to understand each student's family context, setting the foundation for ongoing engagement. Teaching staff continue this relationship-building throughout the school year by regularly communicating student progress and scheduling bi-annual parent-teacher conferences. This consistent outreach has helped foster a welcoming environment where families increasingly initiate contact with staff to seek guidance and support for their child's success.

To better engage our Spanish-speaking families—who represent 51.2% of our student population—we provide interpretation services through bilingual office staff, counselors, teachers, and teaching assistants. This ensures language is not a barrier to meaningful communication and participation in school-related matters.

Recognizing the unique needs of our students in court and community school settings, JCCS has established a cross-agency collaboration to ensure holistic support that includes family engagement. At the court school, JCCS and Probation staff attend each other's meetings, creating a shared space to address student needs and concerns. Weekly school meetings, which include Probation staff, focus on student progress, while "Treatment Team" meetings—held every 30 days for each student—bring together staff from JCCS, Probation, Behavioral Wellness, and WellPath Medical to review student well-being and academic progress while in custody.

At our community school, we hold weekly "Intervention Team" meetings, led by the JCCS Coordinator and including the school counselor and partner agencies. These meetings serve as a point of early intervention for students and their families, ensuring that supports are tailored, tracked, and adjusted based on individual student needs.

Moving forward, JCCS will continue to deepen family engagement by expanding bilingual outreach, increasing opportunities for families to be part of school-based decision-making, and strengthening interagency collaboration to ensure underrepresented families feel supported, seen, and empowered 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.	5
6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.	5
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.	4
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.

Based on the analysis of educational partner input and local data, JCCS has demonstrated strong progress in Building Partnerships for Student Outcomes by creating consistent opportunities for families to provide input and engage in their child’s educational journey.

A key strength has been the continued partnership with the Promotores Network, which helped expand outreach and increase participation in the Annual Parent Survey. This culturally responsive strategy ensured that families—especially those who may face language or access barriers—were able to comfortably engage in the feedback process. As a result, JCCS received a higher volume of meaningful responses, with 93.3% of parents indicating that the school does a good job evaluating their child’s academic needs and developing appropriate educational plans. Additionally, 86.7% reported that JCCS effectively supports their child’s emotional needs and provides positive guidance.

Parent-teacher conferences continue to be a valuable touchpoint for families to understand and influence their child’s academic progress. During these meetings, parents regularly express appreciation for the detailed, supportive communication they receive from staff. These interactions help reinforce trust and mutual investment in student success.

Together, these efforts reflect JCCS’s commitment to cultivating authentic partnerships with families, ensuring they are active participants in shaping and supporting student outcomes.

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.

Based on the analysis of educational partner input and local data, JCCS has identified a key focus area for improvement in Building Partnerships for Student Outcomes: strengthening cross-agency coordination to ensure families are more actively engaged in multi-agency efforts that support their child's academic, behavioral, and emotional development.

Our Court School, located within the Juvenile Justice Center, operates in close collaboration with Probation and other partners. School staff attend weekly meetings alongside Probation staff, where student progress and concerns are discussed. Additionally, JCCS staff participate in monthly "Treatment Team" meetings convened by Probation. These meetings—also attended by Behavioral Wellness and WellPath Medical staff—provide a structured opportunity to evaluate each student's progress while in custody. While these meetings are robust in agency collaboration, a continued area of growth is sharing the developed Treatment Plan with all staff to ensure uniform implementation.

At our Community School, weekly "Intervention Team" meetings serve as a proactive tool to review referrals, identify necessary interventions, and monitor student progress. These meetings bring together the school counselor, partner agencies, and the JCCS Coordinator. The team works collaboratively to determine and adjust supports as needed, to equip students with the skills required to be successful in school. While this system is effective at school, we aim to deepen partnerships with families by finding additional ways to receive feedback to determine if the interventions in place at school are also having a positive impact at home and in the community.

Moving forward, JCCS will focus on enhancing family involvement in these collaborative structures to ensure that parents and guardians are not just informed, but actively engaged as partners in shaping student outcomes.

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.

Based on the analysis of educational partner input and local data, JCCS has identified the need to improve the engagement of underrepresented families—particularly those of at-risk students—by focusing on building trust and establishing supportive relationships from the moment of enrollment.

Many families served by JCCS have historically experienced negative or limited interactions with schools, often only in response to behavioral concerns. As a result, trust-building is essential. For students enrolled in our Court School, JCCS staff initiate personal phone calls to parents during the enrollment process to explain that their child will continue receiving educational services while incarcerated and to provide reassurance that the school is a supportive environment. For students entering our Community School, enrollment meetings are designed to connect with the entire family. Staff members take time to learn about the family, complete paperwork together, and offer a guided tour of the school. This welcoming approach has led to stronger relationships and increased family willingness to communicate and collaborate throughout the school year.

Another critical strategy, at our court school, for engaging underrepresented families is the Multi-Disciplinary Team (MDT) process, held in partnership with Probation. These meetings, facilitated by a probation supervisor, bring together parents/guardians, the student, their probation officer supervisor, a Behavioral Wellness clinician, WellPath medical staff, and JCCS educators. Held every 30 days for each student, MDTs serve as a collaborative forum to set student goals, review progress, and identify any challenges impacting the student's academic, behavioral, or emotional development. By involving families directly in these structured conversations, MDTs create a shared understanding and reinforce the message that everyone is working together to support the student.

Moving forward, JCCS will continue to strengthen these approaches by ensuring that enrollment meetings and MDTs are culturally responsive, trauma-informed, and inclusive. Additional outreach strategies—such as increasing

interpretation support and creating more opportunities for family feedback—will help ensure underrepresented families feel seen, respected, and empowered as partners in their child’s success.

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)

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.

Based on the analysis of educational partner input and local data, JCCS has demonstrated strong progress in seeking input for decision-making by establishing multiple, consistent opportunities for education partners to provide meaningful feedback that informs program planning and improvement efforts.

Parents are engaged through a variety of channels such as participation in the School Site Council (SSC), attendance at parent-teacher conferences, completion of annual surveys, and ongoing communication through ParentSquare. These multiple access points ensure that families, regardless of their preferred method of engagement, have a voice in school decision-making.

Given that one of our campuses operates within a Probation facility, JCCS has prioritized collaboration with Probation partners. Probation staff attend weekly school meetings and maintain regular communication with JCCS staff. In addition, the JCCS Director and the Probation Manager meet throughout the year to align strategies and address student needs holistically.

Since students attending JCCS typically are with us for only a fraction of the school year, 38 days in our court school and 78 days at the community, and then return to their school of residence, ongoing collaboration with local districts is essential. In 2024–25, the JCCS Director met with district representatives 27 times to discuss student transitions, ensure continuity of services, and review program effectiveness. To support students with disabilities, JCCS Leadership also met four times with Special Education leaders, while SBCEO’s Special Education Team maintained regular communication with the Santa Barbara SELPA.

Internally, the JCCS Leadership Team, including administrators, teachers, teaching assistants, and support staff, met five times to review data and provide input on professional development, CTE pathways, instructional support, and student needs. These collaborative structures ensure input is not only gathered but meaningfully used to guide decisions at every level of the program.

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.

Based on the analysis of educational partner input and local data, JCCS identified a key focus area for improvement when seeking input for decision-making: increasing participation from historically underrepresented families and those whose students are enrolled for a short duration, often fewer than 30 days.

JCCS recognizes that all parents, regardless of background or length of enrollment, have the right to provide input on their child's education. To strengthen engagement, JCCS is utilizing, ParentSquare, a communication platform integrated with our student information system. This ensures that parents and guardians receive timely invitations to participate as soon as a student is enrolled, even for short-term placements.

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. In response, JCCS partnered with the Promotores Network beginning in 2022–23 to support culturally responsive outreach. The Promotores reviewed the survey through an equity lens and personally contacted families to administer the survey via phone in either English or Spanish, based on the family's language preference. This personalized approach significantly increased participation—from under 10% in 2021–22 to over 50% in 2024–25.

Moving forward, JCCS will continue refining strategies to ensure all families, particularly those from underrepresented communities, feel invited, valued, and empowered to contribute to decision-making processes.

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.

Based on the analysis of educational partner input and local data, JCCS will continue to improve the engagement of underrepresented families in Seeking Input for Decision-Making by expanding the strategies that have proven successful over the past two years, particularly through continued partnership with the Promotores Network.

This collaboration has significantly enhanced our ability to reach and engage families who may have previously felt disconnected from the educational process. For example, in 2022–23, JCCS hosted only one parent information night. With the support of the Promotores, that number increased to eight in 2024–25. Additionally, Promotores personally called parents to invite them to our Back-to-School Night, which resulted in a 57.69% attendance rate. Encouraged by this success, Promotores also called families to invite them to other parent information nights throughout the year, leading to an average attendance rate of 34.24%.

This personalized, culturally responsive approach has created a more inclusive and welcoming environment for underrepresented families and has helped build trust and connection with the school. Moving forward, JCCS will continue to expand its use of Promotores to facilitate outreach, gather input, and ensure families feel valued as contributors to the decision-making process.

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 to JCCS students in grades 7–12 in December 2025, with a 97% participation rate. Due to our small size with a total of 34 students completing the survey, we are unable to report out on student groups. However, the survey still provides valuable insight into school conditions and student perceptions of safety, support, and engagement.

In addition to the CHKS, JCCS collects input through locally developed annual parent surveys, created in collaboration with the JCCS Leadership Team and School Site Council. These surveys are designed to gather feedback specifically aligned to the needs of our at-promise youth and their families. The results are reviewed and analyzed by both the Leadership Team and the School Site Council and are summarized in the Local Control Accountability Plan (LCAP). These findings directly inform local decision-making related to school climate, student support services, and program design.

Although disaggregated student group data is limited due to our small population, JCCS remains committed to gathering climate data that is relevant, actionable, and reflective of the unique experiences of our students and families.

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 analysis of the CHKS results revealed several key learnings regarding student perceptions of school climate and relationships with staff; 50% of students reported feeling safe at school, 45% indicated they have caring relationships with adults on campus, and 67% of students stated that school staff treat them fairly. These findings reflect both progress and areas for continued focus.

A key strength identified through the data is the development of positive adult-student relationships. Given that most JCCS students have experienced significant trauma, the fact that nearly half report having a caring adult on campus is a major success. Research consistently shows that having at least one trusted adult is a protective factor for youth facing adversity, and our data reinforces that these relationships are being formed and are having a meaningful impact.

However, the results also highlight a need to improve students' overall sense of safety on campus. With only 50% reporting that they feel safe at school, JCCS recognizes the importance of strengthening safety strategies—both physical and emotional—to foster an environment where all students feel secure, supported, and ready to learn.

Overall, the survey results confirm the importance of our trauma-informed approach and reinforce our commitment to building trust, fairness, and connection as central components of our school culture.

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.

In response to concerning data on student drug use from the CHKS, specifically that 41% of students reported being drunk or high at school, 34% reported current alcohol or drug use, 41% reported current vape use, and 68% expressed a lack of optimism about their future, JCCS has identified several critical actions to address student well-being and support long-term improvement.

To meet these needs, JCCS has prioritized expanding mental health and substance use support. A full-time School-Based Therapist (SBT) from Family Service Agency and a full-time Substance Use Disorder (SUD) Counselor from the Council on Alcoholism and Drug Abuse (CADA) are available on campus. These professionals provide individual counseling, group therapy, and early intervention services to students who are at heightened risk due to trauma, substance use, or co-occurring behavioral health needs.

In addition to increased therapeutic services, JCCS has responded to student safety concerns with only 50% of students reporting feeling safe at school by hiring security staff at the Community School. This decision was made to ensure a safer and more structured environment, particularly given student reports of feeling unsafe or engaging in risky behaviors on campus. Security personnel are trained to support positive school climate efforts while helping to prevent and de-escalate incidents, contributing to an overall sense of safety and well-being.

JCCS also invested in staff capacity-building during the 2024–25 school year. Teachers and teaching assistants participated in professional development focused on mental health awareness, Positive Behavioral Interventions and Supports (PBIS), Restorative Approaches, and Crisis Prevention & Intervention (CPI). These trainings equip staff with strategies to better support students, manage crises, and foster strong, trusting relationships.

These actions reflect JCCS's commitment to continuous improvement, trauma-informed care, and creating a safe, supportive learning environment where all students can thrive.

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)

JCCS uses several locally selected tools to track student access to a broad course of study across grade spans, unduplicated student groups, and students with exceptional needs.

- Transcripts and Individualized Learning Plans (ILPs): Upon enrollment, staff review transcripts to prioritize graduation requirements and develop an ILP for each student. ILPs are regularly updated as students complete courses and are assigned new ones.
- Master Schedule: Designed to ensure access to required coursework, the master schedule is flexible and can be adjusted to accommodate students with unique course needs.
- Aeries Course Report: JCCS uses the Aeries student information system to monitor student enrollment and progress in online courses offered through the Anywhere Learning System, expanding access to a broad range of subjects.
- Individualized Education Plans (IEPs): For students with exceptional needs, the IEP serves as the primary tool to monitor the course of study, ensuring alignment with individualized goals and state standards.

All four tools are used to disaggregate data by student group to ensure equity in course access and completion.

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)

JCCS is committed to ensuring that all students have access to, and are enrolled in, a broad course of study that supports progress toward graduation and post-secondary readiness. Currently, 100% of our students have access to required coursework through direct instruction or online learning via the Anywhere Learning System. Upon enrollment, transcripts are reviewed and Individualized Learning Plans (ILPs) are created to ensure each student is placed in appropriate courses. ILPs are updated regularly to reflect student progress.

Each site has designated staff responsible for monitoring student schedules and ensuring alignment with graduation requirements. For students in our Court School, a formal MOU with Probation ensures that key staff support student transitions back to their community and school of residence.

In 2022-23, JCCS earned WASC accreditation, an important milestone that reinforces our commitment to academic quality. As part of our continuous improvement, we are expanding access to A-G-approved courses and Career Technical Education (CTE) pathways. While the recent retirement of our Manufacturing CTE teacher temporarily paused our Manufacturing pathway, recruitment is underway for a new teacher, and we continue to enhance options that prepare students for college and careers.

There are no significant differences in course access across sites or student groups, as all students receive personalized planning and support regardless of enrollment length or background.

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 2024–25, JCCS faced several key barriers to providing consistent access to a broad course of study for all students:

- **Student Trauma:** Many students come to JCCS with significant social, emotional, and physical trauma, which can hinder academic engagement, focus, and progress. To address this, staff have participated in targeted professional development to better support students' emotional and behavioral needs, but trauma remains a persistent barrier that impacts daily instruction and course access.
- **Academic Deficits:** A majority of students (62.3%) enter JCCS with severe academic gaps. As a result, instructional efforts often focus first on credit recovery and foundational skills, delaying opportunities for enrichment and elective coursework.
- **Varied Length of Enrollment:** Students at the Juvenile Justice Center are typically enrolled for an average of only 38 days, while those at the Community School average 78 days. This short duration requires intensive academic triage, often limiting the ability to provide a full range of courses during a student's stay.
- **CTE Program Transition:** In 2022–23, JCCS launched a manufacturing CTE course at Los Robles, enrolling 24.71% of CTE students. However, with the closure of Los Robles in February 2024, the program was relocated to the Dos Puertas campus. In February 2025, the CTE teacher retired, requiring another pause in the program. Recruitment for a new Manufacturing teacher is underway for 2025–26 to restore CTE access.

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 response to identified barriers and to promote equitable access to a broad course of study, JCCS is implementing the following actions:

- Continued use of Anywhere Learning Systems to provide students with access to credit recovery and a wide range of online coursework that supports progress toward graduation.
- Alignment of course offerings across school sites to ensure continuity of instruction, especially for students who transition between the Court and Community Schools.
- Ongoing professional development in standards-based instruction, trauma-informed care, and restorative practices to strengthen instructional quality and responsiveness to student needs.
- Improved transitional supports for students both entering and exiting JCCS, including transcript reviews, Individualized Learning Plans, and coordination with home districts.
- Enhanced communication across sites and staff, allowing for better planning, case management, and consistency in course access and support services.
- Implementation of Positive Behavioral Interventions and Supports (PBIS) to promote a safe and inclusive learning environment.
- Expansion of A-G course offerings, increasing opportunities for students to complete college-preparatory coursework while enrolled with JCCS.

These efforts reflect our commitment to ensuring that every student, regardless of background or length of enrollment, has meaningful access to a rigorous and well-rounded education.

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					5

Coordinating Instruction	1	2	3	4	5
coordination of partial credit policies between district of residence and county office of education.					

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).					5
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

Coordinating Services	1	2	3	4	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