2026-27 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
2023-24	54.2	65.6%	10.4%	0.2%	12.6%	11.2%	0.0%	0.0%

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

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

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

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)				4	
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards			3		
History-Social Science					5

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					5

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			3			
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					5
Providing support for teachers on the standards they have not yet mastered					5

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 in both schools, we utilize curriculum workgroups in English Language Arts (ELA), Mathematics, Ethnic Studies, and Career Technical Education (CTE). In 2024-25, the decision was made to integrate Ethnic Studies standards into the ELA course, which effectively combined the two workgroups. This combined workgroup met six times in 2025-26, with an Educational Consultant to create unit plans, infuse ethnic studies themes, embed integrated English Language Development (ELD) strategies, and develop common assessments. They also attended three Communities of Practice in Ethnic Studies.

The math workgroup convened twice throughout the 2025-26 school year to deepen teachers' understanding of the California Common Core State Standards for Mathematics. In addition, workgroup teachers received a combined 12 sessions of 1:1 coaching, customized to their individual needs.

Our CTE program had a setback this year, being unable to hire a manufacturing teacher. To fill this void, our academic counselors provided weekly presentations focused on 21st-century skills, Occupational Safety and Health Administration (OSHA) certification, and career exploration. We recently filled the CTE manufacturing teaching position, so the CTE workgroup will resume meeting in 2026-27 with a focus on supporting our learners with hands-on learning experiences.

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.	5

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.

We pride ourselves in our commitment to building relationships between staff and families through effective parent outreach efforts. We cultivate ongoing communication with parents to provide progress updates, offer support, and to invite them to workshops. These efforts have been appreciated by parents who report their children are learning and making meaningful progress. Several parents also shared that their relationships with their children have improved, pointing to positive growth beyond academics. An overwhelming 97% of families reported on the parent survey that their child feels safe at school.

Our contract with the Promotores Network enables us to have broad participation in our parent survey. The Promotores assisted by calling parents and administering the survey verbally, ensuring comprehension. This personal outreach resulted in responses from 46% of parents, providing valuable feedback. The survey revealed that 96.7% of parents feel the school provides positive support and guidance to their child, and 96.7% of parents believe our schools do a good job of evaluating their children's academic needs.

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 educational partner input and local data, our focus for improvement in building relationships between school staff and families is increasing meaningful family engagement and reducing barriers to participation. Attendance data showed that families were most likely to participate in events that directly impacted their child's academic success, safety, or transition planning. During 2025–26, 44.8% of families attended Goal Setting events, 42.9% participated in Disaster Preparedness workshops led by Promotores, 40% of 8th-grade families attended high school pre-registration night, and 35.3% attended Back-to-School events. These data suggest that families value timely, relevant information connected to their child's educational experience. However, overall participation in family engagement activities declined this year, largely due to concerns related to immigration enforcement. As a result, JCCS will focus on strengthening trust, improving communication, and offering family engagement opportunities that are responsive to families' needs while creating safe, welcoming environments that encourage participation and partnership.

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 strong relationships with families is a priority at JCCS. During enrollment, counseling staff strive to connect with each student's family. Throughout the year, teachers maintain regular communication with parents, sharing updates on progress and meeting as needed. Formal parent-teacher conferences are held twice a year, and families often reach out for additional guidance on how to support their child. At our court school, parents are grateful their child is attending school and appreciate updates about progress.

For our Spanish-speaking families, bilingual office staff, teachers and teaching assistants provide interpretation. Because our court school is located within a Probation facility, it is important for us to collaborate with Probation. They attend our weekly school meetings, which are devoted to discussing student progress and/or concerns. We attend Probation convened Treatment Team meetings held every 30 days for each student to discuss individual student's progress while incarcerated.

Our community school weekly Intervention Team meetings are convened with the school counselors, therapist, and partner agencies, facilitated by the JCCS Coordinator. They review the referral/rehabilitation plan to determine appropriate interventions, monitor outcomes, and decide if additional supports or modifications to the current plan are needed.

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 educational partner input and local data, JCCS has demonstrated strength and progress in building partnerships that support positive student outcomes. In a recent JCCS parent survey, 96.7% of respondents indicated that the school provides their child with positive support and guidance. Parent focus groups also revealed increased trust in school staff and appreciation for the academic, social-emotional, and individualized support provided to students and families. Families consistently reported feeling welcomed, valued, and connected to the school community. One parent shared that after school staff conducted a home visit to address concerns, their child's attendance and academic performance improved significantly, while also strengthening the parent-child relationship. This feedback highlights the effectiveness of personalized outreach and the strong partnerships being developed between families and school staff to support 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 Partnerships for Student Outcomes.

At the community school, our local data indicates that 70.6% of high school students are chronically absent. This is an area where we need to intensify our partnerships with our parents and outside agencies. Even though a recent California Healthy Kids Survey (CHKS) shows that 62% of the students report that they have caring relationships with adults in school and 65% report that they are academically motivated and try hard at their schoolwork, continued absenteeism is still very prevalent among our students. Additionally, we need to further other options of motivating our students to attend school. A strategy that shows promise is our partnership with One Community Action that provides mentorship to promote student well-being, academic achievement, and overall development through a culturally responsive approach.

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.

When we initially meet with families of the at-promise 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.

Another engagement strategy at our court schools involves the Multi-Disciplinary Team (MDT). We partner with Probation during 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

Practices	Rating Scale Number
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

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

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

JCCS takes great pride in working with education partners and has created multiple ways for partners to provide meaningful contributions to the LCAP process. Starting with our parents who are provided multiple opportunities to provide input throughout the school year including serving on the School Site Council, attending parent-teacher conferences, completing a parent survey and participating in parent focus groups.

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 meet regularly 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, 48 days in our court school and 61 days at the community, 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 23 times throughout the year to ensure a continuum of services, identify student needs, as well as evaluate student and program effectiveness. In order to provide a robust education for our students with disabilities, the JCCS Leadership met six times throughout the school year with Special Education Leadership.

The 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.

Based on educational partner input and local data, JCCS identified two focus areas for improvement in seeking input for decision-making: increasing parent participation in the LCAP survey and strengthening parent representation on the School Site Council (SSC). In 2025–26, 46% of parents participated in the LCAP parent survey. To improve participation, JCCS will provide multiple opportunities throughout the year for families to complete the survey and share feedback.

JCCS has also identified SSC participation as an area for continued growth. Over the past two years, staff participation has averaged approximately 75%; however, due to the highly mobile student population, it has been challenging to recruit and maintain parent representatives. Several SSC meetings were held without parent

representation. Because family input is essential to program planning and decision-making, JCCS will continue exploring strategies to reduce barriers, encourage attendance, and create more accessible opportunities for parents to participate meaningfully in school governance.

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 self-reflection process, JCCS will improve engagement of underrepresented families in decision-making by expanding trusted, relationship-based outreach strategies. One key strategy is continuing our partnership with the Promotores Network, whose staff connect with families through home visits, workshops, and individualized support. These efforts help build trust, increase communication, and create opportunities for families to share their perspectives and participate in school decision-making.

JCCS will also increase home visits conducted by school staff to strengthen relationships with families who may not traditionally engage in school activities or governance. By building stronger connections and understanding family needs, we aim to encourage greater participation in School Site Council meetings and other school activities.

To ensure family voices are represented, JCCS will continue utilizing parent surveys and focus groups to gather feedback on school programs and services. Families have shared valuable insights about the positive impact of school supports on their child's education and their relationship with the school. This feedback will be used to develop additional workshops and engagement opportunities that respond directly to parent-identified needs and priorities.

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.

CHKS was administered to JCCS students in January 2026. Survey results indicate an overall positive school climate and demonstrate notable improvements across several key indicators when compared to the previous year.

Students reporting caring relationships with adults at school increased from 45% to 62%, reflecting a 17-percentage-point gain. The percentage of students who believe their teachers have high expectations for their success increased from 54% to 67%, a 13-percentage-point improvement. Student academic motivation also increased substantially, with 65% of students reporting that they try hard at their schoolwork, compared to 50% the previous year. In addition, 81% of students reported feeling safe at school, representing a 31-percentage-point increase from the prior year.

These data suggest continued progress in fostering a positive school environment where students feel safe, supported, and encouraged to succeed. Survey results also reflect the impact of ongoing efforts to strengthen student engagement, build positive relationships between students and staff, and implement trauma-informed practices that support student well-being and academic growth.

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.

Analysis of the CHKS data revealed several significant strengths as well as areas for continued improvement. The most notable strength is the increase in students' perceptions of safety and support at school. Eighty-one percent of students reported feeling safe at school, while 62% reported having caring relationships with adults on campus. These findings suggest that JCCS is successfully creating learning environments where students feel welcomed, supported, and connected.

Given that many JCCS students have experienced significant trauma, instability, and disrupted educational experiences, the growth in positive adult-student relationships is particularly meaningful. Research identifies supportive relationships with trusted adults as a critical protective factor that promotes resilience, engagement, and academic success. The increase in students reporting caring adult relationships demonstrates that staff efforts to build trust and provide consistent support are making a positive impact.

The data also indicate improvements in student motivation and perceptions of teacher expectations. Sixty-five percent of students reported being academically motivated, and 67% believe their teachers expect them to succeed. These findings suggest that students are increasingly connected to their learning and recognize that school staff believes in their potential.

While these results represent meaningful progress, JCCS will continue to focus on strengthening relationships with all students to ensure that every student experiences a sense of belonging, support, and connection to school. Overall, the data affirm the effectiveness of JCCS's trauma-informed approach and commitment to fostering safe, supportive, and engaging learning environments.

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.

Analysis of the 2026 CHKS data identified student perceptions of fairness as an area for continued improvement. While many school climate indicators improved, only 55% of students at the court school and 54% of students at the community school reported that teaching staff treat students fairly, representing a decline from 67% in the previous year. As a result, JCCS will further examine student feedback and school practices to better understand the factors contributing to this decrease and identify strategies to improve students' experiences.

To address this need and support continuous improvement, JCCS will continue implementing Positive Behavioral Interventions and Supports (PBIS) and restorative approaches across school sites. These frameworks promote consistent expectations, positive relationships, accountability, and equitable responses to student behavior. Staff will also continue to receive annual Crisis Prevention Intervention (CPI) training to strengthen their ability to respond effectively to student needs and maintain safe learning environments.

Additionally, the FitzGerald Community School intervention team, which includes school-based therapists, counselors, and Promotores, will continue providing coordinated mental health and family support services. JCCS will use ongoing student feedback, climate data, and educational partner input to monitor progress and refine practices that promote fairness, trust, and positive relationships between students and staff. These efforts will support continuous improvement and help ensure that all students experience a safe, supportive, and equitable school environment.

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.

- Aeries Course Report

JCCS provides a breadth of online coursework opportunities through Edmentum Courseware. Online course enrollment and completion are monitored through Aeries.

- Individualized Education Plan (IEP)

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

- 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.

- Transcripts and Individualized Learning Plans (ILPs)

Upon enrollment, JCCS staff request and evaluate student transcripts to determine the appropriate course of study for each 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.

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 pride ourselves in the fact that our students have access to and are enrolled in the needed courses for high school graduation. To ensure our students are enrolled in the correct courses we developed an Individualized Learning Plan (ILP) that maps out the courses students need to make sure they are on the right path. In addition, 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 are proud to say that 100% of our students have access to a breadth of courses through either direct instruction or online coursework. Lastly, we work closely with our partner school districts to ensure that our students have a seamless transition back to their home school and continue in their assigned courses.

This commitment is highlighted by our receiving initial Western Association of Schools and Colleges (WASC) accreditation in 2022-23 and after the full-self study in 2025-26, we received the maximum 6-year accreditation, which reinforces our commitment to academic quality. As part of our continuous improvement, we continue to expand access to A-G-approved courses and CTE pathways.

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 2025-26, 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 engages in professional learning to support these needs, constantly evaluating and adjusting strategies and instructional practices to ensure student success.

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 48 days, which is half a semester. The average enrollment at our community school is 61 days or about 68% of a semester. This necessitates ongoing academic triage to meet the student's needs and provide essential support.

Student Stability: In 2024-25, the non-stability rate at our court school was 92.8%, and 77.8% at our community school. Since stability measures whether a student completed a “full year” of learning at one school, having such a high non-stable student body means our students have missed a large amount of instruction and require teachers to spend a significant amount of time reteaching material that was missed before a student can move to the next item.

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

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

*In 2025-26 we were priced out of our previous credit recovery system and adopted Courseware through Edmentum. We began implementation in Spring 2026 and will continue its implementation in 2026-27.

*We will continue to utilize curriculum workgroups comprised of teachers from both Dos Puertas Court School and FitzGerald Community School so that courses are aligned between both schools to ensure continuity of education and coursework as students transition between sites.

*We will continue to have staff attend professional learning in standards-based instruction, trauma-informed care, and restorative practices.

*Staff will continue to provide transitional support for students entering and exiting JCCS.

*Staff will communicate within school sites and across the JCCS system.

*Staff will continue to implement Positive Behavioral Interventions & Support (PBIS).

*Continue to expand 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					5

Coordinating Instruction	1	2	3	4	5
their rehabilitation plan or who pose a danger to other district pupils.					
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).					5

Coordinating Services	1	2	3	4	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
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

Coordinating Services	1	2	3	4	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