2025-26 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
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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	401.1	78.2%	6.0%	1.4%	7.1%	7.2%	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)			3		
Mathematics – Common Core State Standards for Mathematics			3		
Next Generation Science Standards					5
History-Social Science	1				

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			3		
Next Generation Science Standards					5
History-Social Science	1				

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

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					5	
Health Education Content Standards					5	
Physical Education Model Content Standards					5	
Visual and Performing Arts				4		
World Language				4		

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					5
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.**

As part of our district's commitment to continuous improvement and collective efficacy, we have partnered with Orenda to lead a Curriculum Alignment Project (CAP) aimed at strengthening instructional coherence across all grade levels and content areas. This collaborative initiative ensures that our curriculum is not only aligned with state standards, but also responsive to the needs of our students. Through ongoing professional learning and structured collaboration, we are equipping teachers with the tools and support they need to deliver high-quality instruction. By fostering a shared understanding of learning goals and effective practices, this effort will ultimately enhance student academic achievement and contribute to a more unified, impactful educational experience for all learners.

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.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5
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.

> The District administers an annual social-emotional survey to parents, students and staff. The data from the fall 2024 surveys indicated that 57% of students have positive perceptions of the overall social and learning climate of the schools. An area of focus is families' perceptions of school support and this year's data tells us that 80% of families feel that there is strong school support. Although this was a 6% increase students' perceptions of belonging (it was 36% in 2023-24), we still feel this is an area of growth because there is a need for a much higher sense of belonging in order for our students to have higher levels of success in our schools.

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.

The district is taking proactive steps to address student engagement and foster better relationships within the school community through effective communication. Establishing strong relationships aligns with research indicating that positive communication is essential for academic success and overall well-being. Relationships between school staff and families have been improving and will continue to be a priority. Analyzing our data shows us that 50% of communication comes from text messages, while 20% comes from individual phone calls, and 6% come from our Parent Square system. We want to use these and on-site face-to-face meetings to strengthen to ties between our schools and our educational partners so collaboration increases. This collaboration is crucial for creating a supportive environment where students can thrive. The decision to conduct surveys during the 2024-25 demonstrates a commitment to gathering data and using it to inform decision-making. This data-driven approach allows the district to identify areas for improvement and implement targeted communication and strategies to build trust and strengthen relationships within the school community.

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.

The Santa Maria Joint Union High School District's capacity to build trust through its relationships with parents/guardians is developed by educational partnership collaboration. The staff has participated in school-sponsored parent events, parent/guardian conferences, parent advisory meetings, student achievements, and student events. The Parent Advisory Committee for both English, Spanish, and Mixteco families participated several meetings to discuss the development of the 2024-25 Local Control and Accountability Plan. We continued to use a strong involvement process for completing the annual updates for families to express their ideas.

The District's Parent Engagement Coordinator coordinated a variety of parent activities. The Parent Engagement Coordinator also implemented the Family Resource Center for the 2024-25 school year. Parents have participated in a variety of training such as navigating immigration-related topics, college and career presentations from AHC, STEM, SEL, PIQE, ESL classes, the MRC and STEM Program in Spanish and Mixteco and English. The District continued to use the Parent Mixteco Advisory Committee where Mixteco speaking parents continued to learn about safe communities, parent communication, parent advocacy, and mental wellness support.

The District's dedication to creating an inclusive and supportive learning environment where every student and family feels respected, supported, and empowered to succeed. By recognizing and embracing the strengths, cultures, and goals of its community members, the District is laying the foundation for a more equitable and thriving school community. Some initiatives that have happened during the 2024-25 school year consist of the continuation of a strong Ethnic Gender Studies program with an introductory course for all current 9th-grade students at each site, expansion of services for Mixteco speaking families and the use of Wellness Centers that provide students with access to mental health support, resources, and interventions, fostering a positive school climate and promoting academic success.

Additionally, the District's commitment to effective communication with parents/guardians is done with the utilization of ParentSquare and is a proactive step toward ensuring inclusivity and accessibility. Providing information and updates in English, Spanish, and Mixteco through ParentSquare ensures that parents/guardians from diverse linguistic backgrounds can access important information. This promotes inclusivity and helps bridge language barriers, allowing all families to stay informed and engaged in their children's education. By inviting parents/guardians to participate in various committees and meetings, such as District Board meetings, English Language Advisory Committee, Migrant Parent Advisory Committee, and Parent Advisory Committee meetings, the District demonstrates a commitment to involving families in decision-making processes. This fosters collaboration, transparency, and partnership between the District and the community.

Section 2: Building Partnerships for Student Outcomes

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

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

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

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.

The process for monitoring student progress and involving families in the education journey is essential for fostering student success and building a strong school community. Providing teachers and administrators with progress monitoring reports throughout the year enables them to track student performance, identify areas of strength and growth, and tailor instruction accordingly. As part of our Curriculum Alignment Project (CAP) and Guidance Alignment we began to have Data Reflection Sessions (DRS) where we analyzed the results of the Cycle/Unit assessments so we could share best practices and track the success of all students and various students groups so we could help them succeed. As a district in the ELA 1-3 and Integrated Math 1 teams we saw incremental increases that saw their strongest results during the 4th cycle assessment. By using data to inform instructional decisions, educators can provide targeted support to meet the diverse needs of students. The District's commitment to supporting parent advocacy and engagement is evident through the various parent meetings held at both the school site and district levels. These meetings, including the English Language Advisory, School Site Council, school-wide meetings, and contracted service parent engagement meetings, provide opportunities for parents/guardians to voice their perspectives, contribute to decision-making processes, and actively participate in the school community. By offering a range of parent meetings and engagement opportunities, the District ensures that parents/guardians can participate in forums that align with their interests, concerns, and language preferences. By working together with parents/guardians/families as partners in education, the District fosters a shared commitment to student success and well-being.

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.

The data from the 2024-25 Panorama survey reflects the District's dedication to fostering a positive school climate, supporting students' holistic development, and promoting a growth mindset among students. By continuing to prioritize actions outlined in the LCAP and using data to inform decision-making, the District will further enhance the educational experiences and outcomes of all students. Based on the Fall 2024 Panorama survey data, 77% of participants believe that students are somewhat to well-prepared to being the school year. We know there is room for growth on this indicator, but it is something to build on. SMJUHSD offers various forms of support, including in

athletics, activities, and visual performing arts. These actions likely contribute to creating a positive school culture and providing students with opportunities for engagement, personal growth, and self-expression outside of the classroom. Participation in extracurricular activities such as sports, clubs, and arts programs can help students develop confidence, leadership skills, and a sense of belonging.

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.

Santa Maria Joint will continue to administer climate surveys and leverage survey data to inform strategies for improving student outcomes to commitment to continuous improvement. Holding regular advisory committees to solicit input from students and parents/guardians/families ensures that their voices are heard in decision-making processes. The District's commitment to administering climate surveys, engaging educational partners through advisory committees, and using data to inform decision-making reflects a proactive and collaborative approach to improving student outcomes and supporting an inclusive school community. We will continue to provide translation in Spanish and Mixteco to ensure that parents are communicated with in a language they understand.

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.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
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.

SMJUHSD's approach to seeking input for decision-making is by facilitating engaged dialogue with educational partners, including staff, students, and families. During our fall 2024 survey we learned that 89% of participants feel that the schools effectively adapt to meet the diverse needs of students. Conducting surveys in the fall each year allows the District to gather feedback from educational partners on various aspects of the school environment, including academic programs, school climate, and students' diverse needs. Holding Parent Advisory meetings to discuss the implementation of the LCAP and collaborate on improvement as well as providing opportunities for students to participate in meetings with the Superintendent to share their information and suggestions for improving school sites and how our students feel in our schools. By involving families in discussions about school policies,

programs, data, and resources, we ensure that their voices are heard and valued in shaping the educational experience for all students.

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 previous data about our communication with families, we know that one of our strengths is face-to-face communication during various site and district meetings, and this is supported by text messages, individual phone calls and our Parent Square messages. SMJUHSD's school sites engage families in the decision-making process through school site council, shared decision making, English Language Advisory Committee, and other advisory groups. Families also participate in District advisory groups, such as the Parent Advisory Committee, District English Language Parent Advisory Committee, and the District English Language Advisory Committee. The District actively engaged parents/guardians in the decision-making process in reviewing goals and actions for the 2024-25 LCAP. The District will continue to collaborate with school sites to improve engagement through initiatives like evening meetings led by the counseling team and other district-run meetings that provide information on community support programs.

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.

SMJUHSD will continue to engage underrepresented families through in-person meetings and enriched decision-making processes contribute to a more inclusive, equitable, and responsive educational environment where all students and families have the opportunity to thrive. In-person meetings where translation in Spanish and Mixteco provide underrepresented families with a platform to learn about important issues, voice their opinions, and advocate for the needs of their children and communities. We provide child care and food so parents can attend these meetings and still meet the evening obligations that they have to their children and families. These meetings can also serve as platforms for skill development among underrepresented families, equipping them with the knowledge, resources, and tools to advocate for their children's educational rights and navigate the school system more effectively.

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.

Through the 2024-25 surveys we analyzed how students felt about physical and psychological safety at school. We found that there are still remnants of post-pandemic difficulties, as 60% of students said they had challenging feeling, which unfortunately is a 1% increase from the previous year. We will continue to rely on our Wellness Center and support staff to assist students who have a need in this area. Our data shows that 84% of students feel they receive some to a huge amount of respect in the school setting, which is strong, but needs to improve. This is because we know that respect is important to students and although the percentage is high, this is an area of 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.

The District will continue with a professional development plan that includes multi-tiered system of supports, restorative practices, cultural proficiency, and social-emotional well-being support for all students to help with the improvement of student connectedness and school safety. Focus areas will include smaller classroom sizes for EL students acknowledging the importance of individualized attention and support for students who may require additional language assistance, program support specialist for Foster Youth ultimately improving their overall well-being and academic outcomes and co-teaching model for SWD to implement a proactive step towards fostering an inclusive learning environment. Overall, the district's professional development plan continues to encompass a range of strategies aimed at promoting student success, fostering a sense of belonging, and enhancing school safety. By addressing the diverse needs of students and providing targeted support, the district is positioning itself to create a more inclusive and supportive learning environment for all students.

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.

The Panorama Survey data can offer a comprehensive understanding of various aspects of student life, including academic performance, mental health, and social-emotional well-being. By analyzing the data, the SMJUHSD can identify areas of concern and develop targeted interventions to address them effectively. Professional learning opportunities can further enhance educators' understanding of best practices for supporting students and families during the recovery process. This may include training on trauma-informed approaches, culturally responsive practices, and strategies for promoting resilience and well-being. However, we intend to analyze our surveys to determine if they are giving us accurate and actionable data.

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

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

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

The Santa Maria Joint Union High School District has outlined several key measures to track student access and enrollment in a broad course of study, ensuring equitable opportunities for all students. CTE pathways provide students with opportunities to explore career interests, develop technical skills, and prepare for post-secondary education and careers. Monitoring students' on-track status in the A-G course sequence ensures that they are progressing toward meeting college entrance requirements. AP and Dual Enrollment courses offer students the

opportunity to engage in college-level coursework and potentially earn college credit while still in high school. By monitoring and improving these metrics for equitable access by student groups, SMJUHSD demonstrates its commitment to providing all students with the support and resources they need to graduate with a wide array of postsecondary options. Additionally, as part of our district's commitment to continuous improvement and collective efficacy, we have partnered with Orenda to lead a curriculum alignment project aimed at strengthening instructional coherence across all grade levels. This will allow all students to achieve at higher levels.

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)

SMJUHSD has implemented various structures and programs to ensure that all students have access to a broad course of study and equitable opportunities for academic success. We offer a range of CTE programs across all school sites, providing students with opportunities to explore various career pathways and develop valuable skills. Additionally, there is an option for open enrollment that allows students to access specialized CTE pathways that may not be available at their home school, enhancing their educational options and career prospects. English Learner students receive appropriate placement in content and designated English Language Development (ELD) as well as SLIFE (students with limited formal education) courses to support their language acquisition and academic success. The district's instructional strategic plan includes measures aimed at increasing A-G completion and graduation rates for English Learners, ensuring that they have access to rigorous coursework and support services. The increase in co-teaching sections reflects the district's commitment to inclusive practices and meeting the diverse needs of students. Through ongoing professional learning and structured collaboration as part of our CAP process, we are equipping teachers with the tools and support they need to deliver high-quality instruction to students with disabilities so they are actively encouraged to participate in one or more course pathways, ensuring that they have access to a comprehensive and inclusive educational experience. Providing transportation for students enrolled in courses at the MRC CTE Center enhances access to specialized CTE programs and ensures that all students have the opportunity to participate in career-focused learning experiences, regardless of their location.

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)

The Santa Maria Joint Union High School District faces various barriers to providing a broad course of study, but it's actively working to address these challenges. Collaborating with teachers and site administration to ensure flexibility in master boards allows for better meeting the diverse needs of students. This adaptability is crucial, especially for English Learners who may require differentiated instruction and support tailored to their language acquisition levels. Recognizing the unique needs of English Learners and students with disabilities, the district is working to provide appropriate support and accommodations. Additionally, a key component of this work that allows us to support all students groups is the implementation of five assessment cycles throughout the year, providing timely, standards-based checkpoints on student learning. Through these assessment cycles, teachers engage in structured analysis of student data within their Professional Learning Communities (PLCs). This has been a very structured and productive way to analyze data in a manner that is supportive and collaborative for teachers.

A result of this data reflection may include specialized instruction, access to resources, and ongoing monitoring of progress to ensure academic success. Implementing structured intervention courses consistently throughout the district helps ensure continuity and equity in educational opportunities as students transition between schools. This allows students to receive consistent support and intervention regardless of their school of enrollment, promoting academic growth and success. By actively addressing these barriers and implementing strategies to support student learning and success, SMJUHSD is working to ensure that all students have access to a broad and equitable course of study, regardless of their background or individual needs.

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)

SMJUHSD is committed to establishing effective systems and processes (Guidance Alignment) to support academic counselors in conducting regular student schedule reviews and addressing identified scheduling needs promptly. Setting A-G counseling benchmarks provides a clear framework for counselors and students to track progress toward completing the full A-G course sequence, which is required for admission to California's public universities. This transparent rubric allows students to understand their academic pathway and ensures that they receive the necessary support and guidance to meet college entrance requirements. By providing academic counselors with the tools and resources needed to conduct regular schedule reviews and support students in meeting A-G requirements, SMJUHSD enhances the likelihood of student success. Timely interventions and targeted support services can help ensure that all students, regardless of background or ability, have the opportunity to achieve their academic goals and pursue post-secondary education.

We are prioritizing the development of infrastructure to monitor progress towards Career Technical Education (CTE) pathway completion and implementing timely interventions to support struggling students. The collaboration between the master board teams and the Special Education department, as well as the partnership with the multilingual literacy department, are critical initiatives aimed at ensuring equitable access to A-G coursework for students with disabilities and English Learners. By working closely with the special education department, the master board teams can ensure that students with disabilities are appropriately scheduled into courses that meet their individualized needs and support their academic goals. Partnering with the Multilingual Migrant Education Department ensures that newcomers and English Learners receive appropriate scheduling and support in order to access A-G coursework. Steps to enhance science and math education for students is a priority such as the implementation of NGSS-aligned science courses and increased support for math instruction as they also participate in the CAP process. The District has transitioned to Integrated Math and and we are providing support classes for students who struggle with mathematics.

The availability of the state-of-the-art MRC CTE facility, along with the addition of pathways each year, provides students with access to cutting-edge career and technical education (CTE) programs. SMJUHSD's focus on enhancing science and math education through NGSS-aligned courses, mathematics support, and state-of-the-art CTE facilities provides students with a well-rounded and rigorous education that prepares them for college, career, and life success. In addition, the CAP process allows us to use various collaborative sessions where teachers and Instructional Coaches can identify learning gaps, adjust instruction, and share effective strategies to support all learners. Coupled with ongoing professional learning and coaching, this process empowers teachers to make informed decisions that directly impact classroom instruction. Ultimately, our alignment work and data-driven practices are designed to elevate student academic achievement and create a more cohesive, effective educational experience. We know that when we have a narrow focus that emphasizes collective efficacy and collaboration, this is the best thing we can do for students and staff alike.

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]

Coordinating Instruction	1	2	3	4	5
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
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.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
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.					
4. Developing memorandum of understanding regarding the 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).					
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).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
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. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
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.					

Coordinating Services	1	2	3	4	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.					
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.					