

# SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT

## BOARD OF EDUCATION

### CSBA Professional Governance Standards

*Adopted by the Santa Maria Joint Union High School District April 11, 2001*

#### THE BOARD

School districts and county offices of education are governed by boards, not by individual trustees. While understanding their separate roles, the board and superintendent work together as a “governance team.” This team assumes collective responsibility for building unity and creating a positive organizational culture in order to govern effectively.

#### **To operate effectively, the board must have a unity of purpose and:**

- Keep the district focused on learning and achievement for all students.
- Communicate a common vision.
- Operate openly, with trust and integrity.
- Govern in a dignified and professional manner, treating everyone with civility and respect.
- Govern within board-adopted policies and procedures.
- Take collective responsibility for the board’s performance.
- Periodically evaluate its own effectiveness.
- Ensure opportunities for the diverse range of views in the community to inform board deliberations.

#### THE INDIVIDUAL TRUSTEE

In California’s public education system, a trustee is a person elected or appointed to serve on a school district or county board of education. Individual trustees bring unique skills, values and beliefs to their board. In order to govern effectively, individual trustees must work with each other and the superintendent to ensure that a high quality education is provided to each student.

#### **To be effective, an individual trustee:**

- Keeps learning and achievement for *all* students as the primary focus.
- Values, supports and advocates for public education.
- Recognizes and respects differences of perspective and style on the board and among staff, students, parents and the community.
- Acts with dignity, and understands the implications of demeanor and behavior.
- Keeps confidential matters confidential.
- Participates in professional development and commits the time and energy necessary to be an informed and effective leader.
- Understands the distinctions between board and staff roles, and refrains from performing management functions that are the responsibility of the superintendent and staff.
- Understands that authority rests with the board as a whole and not with individuals.



**Board of Trustee Action Plans**  
Santa Maria Joint Union High School District

- **Maximize Student Success**
- **Develop and Maintain a Districtwide Accountability System**
- **Enhance Student Support Services: Facilities, Technology, Safe, Clean, Nurturing Environment; Expand Food Services**
- **Foster Partnerships**
- **Manage Rapid District Growth**

## **RESPONSIBILITIES OF THE BOARD**

The primary responsibilities of the board are to set a direction for the district, provide a structure by establishing policies, ensure accountability and provide community leadership on behalf of the district and public education. To fulfill these responsibilities, there are a number of specific jobs that effective boards must carry out.

### **Effective boards:**

- Involve the community, parents, students and staff in developing a common vision for the district focused on learning and achievement and responsive to the needs of all students.
- Adopt, evaluate and update policies consistent with the law and the district's vision and goals.
- Maintain accountability for student learning by adopting the district curriculum and monitoring student progress.
- Hire and support the superintendent so that the vision, goals and policies of the district can be implemented.
- Conduct regular and timely evaluations of the superintendent based on the vision, goals and performance of the district, and ensure that the superintendent holds district personnel accountable.
- Adopt a fiscally responsible budget based on the district's vision and goals, and regularly monitor the fiscal health of the district.
- Ensure that a safe and appropriate educational environment is provided to all students.
- Establish a framework for the district's collective bargaining process and adopt responsible agreements.
- Provide community leadership on educational issues and advocate on behalf of students and public education at the local, state and federal levels.

# SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT BOARD OF EDUCATION

Regular Meeting  
February 8, 2022

English: <https://www.youtube.com/channel/UCvPYs34Im9h0dAwgfi-gDGg>

Spanish: <https://www.youtube.com/channel/UCvP0f03ekQDsiYfv6OFfbfg>

Mixteco: <https://www.youtube.com/channel/UCviEi9hvcQI96poD0PDiSIA>

**5:00 p.m. Closed Session/6:30 p.m. General Session**

*The Santa Maria Joint Union High School District mission is,  
“We prepare all learners to become productive citizens and college/career ready by  
providing challenging learning experiences and establishing high expectations for achievement.”*

*This meeting is being conducted pursuant to Assembly Bill (AB) 361 signed by California Governor Gavin Newsom on September 16, 2021. Consistent with AB 361 and Government Code section 54953, and subsequent SMJUHS Board action, this meeting will be held remotely. The Board room will not be open to the public for this meeting. Archives of meetings are available on the District’s website at [www.smjuhsd.k12.ca.us](http://www.smjuhsd.k12.ca.us).*

*The District is committed to swiftly resolving any requests for reasonable modification or accommodation for individuals with disabilities who wish to observe the meeting, please contact Arcy Pineda at (805) 922-4573, extension 4202 by 5:00 p.m. on February 7, 2022.*

If you would like to address the SMJUHS Board of Education at the February 8, 2022 meeting for either open or closed session items, see the options for participation below. Please note, the Board appreciates all public participation in the meeting but it cannot engage in discussion or specifically respond during the public comment period (Board By-law 9323; citing Education Code § 35145.5; Government Code § 54954.3).

## **1) To provide public comment prior to the meeting:**

- A. **In writing:** Submit your comment via email to [SMJUHS-Public-Comment@smjuhsd.org](mailto:SMJUHS-Public-Comment@smjuhsd.org) by 8:00 a.m. on February 8, 2022. Please include your name and contact information. Written public comment is limited to 250 words or less.
- B. **By phone:** If you would like to dictate your comment by phone, please call 805-922-4573, extension 4202 and state your name and phone number. A staff member will return your phone call so that you may dictate your public comment over the phone. Requests to use this mode must be received by 8:00 a.m. on February 8, 2022. Please note: The time limit to address the Board may not exceed two minutes.

**2) To provide public comment during the meeting** - Members of the public may also provide their comment during the live meeting. Your phone number will be required in case of a disconnection. The time limit to address the Board may not exceed two minutes. The two options are:

- A. **Sign up prior to the meeting:** You may sign up prior to the meeting start time to be given a call back when public comment is opened. Please email [SMJUHS-](mailto:SMJUHS-)

[Public-Comment@smjuhsd.org](mailto:Public-Comment@smjuhsd.org) and include your name, phone number, and topic. It is important to provide a reliable phone number where you may be reached when it is your turn to speak. This request must be received by 12 p.m. on February 8, 2022. We appreciate the public signing up in advance if at all possible as this will help the District run an efficient meeting.

- B. **During the meeting:** Please call 805-922-4573 during the meeting; you must call prior to the close of public comment as listed on the agenda to speak during the meeting.
- English – Dial extension 4204
  - Spanish – Dial extension 4209
  - Mixteco – Dial extension 4208

Your name, phone number, and the topic will be noted. You may be placed on hold *or* given a call back. When it is your turn to speak, you will be transferred to the public comment phone line.

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**I. OPEN SESSION**

**A. Call to Order**

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**II. ADJOURN TO CLOSED SESSION**

Note: The Board will consider and may act upon any of the following items in closed session. They will report any action taken publicly at the end of the closed session as required by law.

- A. Certificated and Classified Personnel Actions** – Government Code § 54957. The Board will be asked to review and approve hiring, transfers, promotions, evaluations, terminations, and resignations as reported by the Assistant Superintendent, Human Resources. **Appendix A**
- B. Conference with Labor Negotiator**–The Board will be provided a review of negotiations with the California School Employees Association (CSEA).
- C. Student Matters– Education Code § 35146 and § 48918.** The Board will review proposed expulsions/suspended expulsion(s) and/or requests for re-admission. NOTE: The education code requires closed sessions in these cases to prevent disclosure of confidential student record information.
- D. Conference with Legal Counsel regarding Anticipated Litigation** – Significant Exposure to Litigation Pursuant to Government Code Section 54956.9(d)(2): Four matters.

- E. Potential Threat to Public Services or Facilities Pursuant to Government Code §54957(a) – Consultation with District legal counsel.**
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**III. RECONVENE IN OPEN SESSION**

- A. Call to Order/Flag Salute**
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**IV. ANNOUNCE CLOSED SESSION ACTIONS – Antonio Garcia, Superintendent**

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**V. REPORTS**

- A. Student Reports - Madisyn Cutliff/ERHS; Israel Lozano-Mejia/DHS; Jasmin Rodriguez/SMHS; Jesse Rodriguez-Torres/PVHS**
  - B. Superintendent’s Report**
  - C. Board Member Reports**
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**VI. REPORTS FROM EMPLOYEE ORGANIZATIONS**

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**VII. OPEN SESSION PUBLIC COMMENTS**

Please refer to Page 1 of this agenda for instructions on how to submit Public Comment.

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**VIII. PRESENTATIONS**

- A. District Website**  
Resource Person: John Davis, Assistant Superintendent of Curriculum;  
Matt Stockton, Director of Instructional Technology
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**IX. ITEMS SCHEDULED FOR ACTION**

**A. GENERAL**

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- 1. CSBA Delegate Assembly Election**

Delegates ensure that the association’s governance structure reflects the interests of school districts and county offices of education throughout the state. Voting for Delegates is an action of the entire board and requires a majority vote. All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2022 – March 31, 2024. The election of CSBA Delegate for Subregion 11-A is open. The candidate is Peter Wright (College ESD).

**Moved** \_\_\_\_\_                      **Second** \_\_\_\_\_

**Roll Call Vote is Required:**

Dr. Karamitsos	_____
Ms. Perez	_____
Mr. Palera	_____
Ms. Lopez	_____
Dr. Garvin	_____

**2. Public Hearing Regarding Proposed Composition of By-Trustee Area Maps, Discussion and Possible Approval of Resolution 28-2021-2022 – Initiating a Proposal to the Santa Barbara County Committee on School District Organization for the adoption of By-Trustee Area Elections – Appendix F**

Resource Person: Yolanda Ortiz, Assistant Superintendent of Business Services; Chelsea Olson Murphy, Attorney – Lozano Smith

At the April 10, 2018, Board Meeting, the Santa Maria Joint Union High School District (“District”) Board of Education (“Board”) approved a resolution to direct staff to lead the school district to the change from at-large elections to by-trustee area elections. Trustee areas will include five (5) areas that make sure the 5 areas are each represented by an elected Board member who will live within a specific trustee area.

At its September 14, 2021, and October 12, 2021, meetings, the Board considered information presented by the District’s professional demographer National Demographics Corporation (“NDC”) regarding the process and potential criteria for drawing the trustee area boundary maps, and the Board held statutorily required public hearings to receive input from the community on the trustee area map creation process, pursuant to Elections Code section 10010(a)(1).

On November 19, 2021, the District timely published three proposed trustee area maps on the District’s website for consideration by the Board and the community. On November 30, 2021, the District also received several maps submitted by the community. It timely posted those maps to the website on December 7, 2021.

On December 14, 2021, the Board received a second presentation from NDC on the proposed by-trustee area maps. The Board then held the second of two statutorily required public hearings on the proposed by-trustee area maps. Based on input from that meeting, an additional “purple map” was created and timely published on the District’s website on January 11, 2022.

On January 18, 2022, in response to requests from the community, the Board held an additional public hearing to receive additional input on the proposed by-trustee area maps.

Tonight, the Board will hold a public hearing on the proposed maps before selecting a preferred trustee area boundary map and sequencing schedule.

A public hearing is required.

1. Open Public Hearing
2. Public Comments
3. Close Public Hearing

\*\*\* **IT IS RECOMMENDED THAT** the Board of Education approve Resolution 28-2021-2022 – Initiating a Proposal to the Santa Barbara County Committee on School District Organization for the adoption of By-Trustee Area Elections, as presented.

**Moved** \_\_\_\_\_ **Second** \_\_\_\_\_

**Roll Call Vote is Required:**

Dr. Karamitsos	_____
Ms. Perez	_____
Mr. Palera	_____
Ms. Lopez	_____
Dr. Garvin	_____

**SANTA MARIA UNION HIGH SCHOOL DISTRICT**  
**Resolution 28-2021-2022**

**RESOLUTION INITIATING A PROPOSAL TO THE SANTA BARABARA COUNTY COMMITTEE ON SCHOOL DISTRICT ORGANIZATION FOR THE ADOPTION OF BY-TRUSTEE AREA ELECTIONS**

**WHEREAS**, the Board of Education (“Board”) of the Santa Maria Joint Union High School District (“District”) is elected “at-large,” meaning that each trustee is elected by voters of the entire district;

**WHEREAS**, on April 10, 2018, the Board adopted Resolution No. 15-2017-2018, declaring its intent to transition from at-large to by-trustee area board elections, where each trustee must reside within a designated trustee area boundary, and is elected only by the voters in that trustee area;

**WHEREAS**, pursuant to Elections Code section 10010(a)(1), the Board held a public hearing on September 14, 2021, to gather public input regarding potential trustee area boundaries;

**WHEREAS**, on October 12, 2021, pursuant to Elections Code section 10010(a)(1), the Board held a second public hearing to gather public input regarding potential trustee area boundaries;

**WHEREAS**, pursuant to Elections Code, section 10010, subdivision (a)(2), the Board published three trustee area maps, along with potential options for sequencing of elections, on November 19, 2021, and held a public hearing on November 30, 2021, to gather public input;

**WHEREAS**, pursuant to Elections Code, section 10010, subdivision (a)(2), the Board held an additional public hearing on December 14, 2021, to gather additional public input;

**WHEREAS**, on January 11, 2022, based upon Board and community input, the District published one (1) additional trustee area map;

**WHEREAS**, on January 18, 2022, the Board held a final public hearing to gather public input regarding the proposed by-trustee area maps;

**WHEREAS**, Education Code sections 5019 and 5030 authorize the Santa Barbara County Committee on School District Organization (“County Committee”), upon application from a school district’s governing board, to change the method of election in a school district under its jurisdiction;

**WHEREAS**, Education Code section 5020 requires the County Committee’s resolution of approval to be submitted to the electorate for its approval;



**NOW THEREFORE BE IT RESOLVED**, after a public hearing on the matter, the Board of Education of the Santa Maria Joint Union High School District hereby resolves as follows:

1. The above recitals are correct and true.
2. The Board hereby approves and recommends the adoption of by-trustee area elections, and the adoption of the trustee area map set forth in Appendix F.
3. Upon giving special consideration to the purposes of the California Voting Rights Act, and after considering the preferences expressed by members of the District, the Board hereby proposes that trustee areas two, four, and five be scheduled for election in 2022, and trustee areas one and three be scheduled for election in 2024.
4. The District Superintendent or designee is hereby authorized and directed to send a copy of this Resolution to the County Committee, and to work with the County Committee and the County Clerk-Recorder's Office to conduct acts necessary so that trustee area elections can be implemented in the election cycles scheduled in 2022 and 2024.

**PASSED AND ADOPTED** by the Board of Education of the Santa Maria Joint Union School District, at a regular meeting of the Board of Education held February 8, 2022, by the following vote:

**ROLL CALL VOTE:**

AYES: \_\_\_\_\_  
NOES: \_\_\_\_\_  
ABSTAIN: \_\_\_\_\_  
ABSENT: \_\_\_\_\_

**I HEREBY CERTIFY** that the foregoing resolution was duly and regularly introduced, passed, and adopted by the members of the Board of Education of the Santa Maria Joint Union High School District, at a public meeting of the Board held on February 8, 2022.

\_\_\_\_\_  
President/Clerk/Secretary of the Board of Education  
Santa Maria Joint Union High School District

**3. Discussion and Possible Approval of Resolution 29-2021-2022  
Authorizing Continued Use of Remote Teleconferencing Provisions  
Pursuant to AB 361 and Government Code section 54953.**

Resource Person: Chelsea Olson Murphy, Attorney – Lozano Smith

Consistent with Government code section 54953, on October 7, 2021, the Santa Maria Joint Union High School District adopted Resolution 16-2021-2022, finding that meeting in person would present imminent risks to the health or safety of attendees.

Since October 7, 2021, the Board has made findings at least every 30 days that the circumstances continue to meet the requirements of AB 361 and Government Code section 54953 for the District to continue conducting meetings remotely.

**\*\*\* IT IS RECOMMENDED THAT** the Board of Education adopt Resolution 29- 2021-2022, to make a finding that the current circumstances meet the requirements of AB 361 and Government Code section 54953 for the SMJUHSD Board to continue conducting meetings remotely.

**Moved** \_\_\_\_\_ **Second** \_\_\_\_\_

**Roll Call Vote is Required:**

Dr. Karamitsos	_____
Ms. Perez	_____
Mr. Palera	_____
Ms. Lopez	_____
Dr. Garvin	_____

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**SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT**  
**RESOLUTION NO. 29-2021-2022**  
**AUTHORIZING THE CONTINUED USE OF REMOTE TELECONFERENCING PROVI-**  
**SIONS (AB 361)**

**WHEREAS**, the Governing Board of the Santa Maria Joint Union High School District (“Governing Board”) is committed to open and transparent government, and full compliance with the Ralph M. Brown Act (“Brown Act”); and

**WHEREAS**, the Brown Act generally requires that a public agency take certain actions in order to use teleconferencing to attend a public meeting virtually; and

**WHEREAS**, the Governing Board recognizes that a local emergency persists due to the worldwide COVID-19 pandemic; and

**WHEREAS**, the California Legislature has recognized the ongoing state of emergency due to the COVID-19 pandemic and has responded by creating an additional means for public meetings to be held via teleconference (inclusive of internet-based virtual meetings); and

**WHEREAS**, on September 16, 2021, the California legislature passed Assembly Bill (“AB”) 361, which amends Government Code, section 54953 and permits a local agency to use teleconferencing to conduct its meetings in any of the following circumstances: (A) the legislative body holds a meeting during a proclaimed state of emergency, and state or local officials have imposed or recommended measures to promote social distancing; (B) the legislative body holds a meeting during a proclaimed state of emergency for the purpose of determining, by majority vote, whether as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; or (C) the legislative body holds a meeting during a proclaimed state of emergency and has determined, by majority vote, pursuant to subparagraph (B), that, as a result of the emergency, meeting in person would present imminent risks to the health or safety of attendees; and

**WHEREAS**, in order for the Governing Board to use teleconferencing as allowed by AB 361 after October 1, 2021, it must first adopt findings in a resolution, allowing the Governing Board to conduct teleconferenced meetings for a period of thirty (30) days; and

**WHEREAS**, Governor Gavin Newsom declared a state of emergency for the State of California due to the COVID-19 pandemic in his order entitled “Proclamation of a State of Emergency,” signed March 4, 2020; and

**WHEREAS**, the Governing Board previously adopted Resolution Number 16-2021-2022 on October 7, 2021, and has since continued to find at least every thirty (30) days, that the requisite conditions exist to conduct remote teleconference meetings in accordance with Government Code section 54953(e); and

**WHEREAS**, the Governing Board is conducting its meetings through the use of telephonic and internet-based services so that members of the public may observe and participate in meetings and offer public comment; and

**WHEREAS**, as a condition of the continued use of the provisions found in Government Code section 54953(e), the Governing Board must reconsider the circumstances of the state of emergency and find that either it continues to directly impact the ability of the members to meet safely in person, and/or state or local officials continue to impose or recommend measures to promote social distancing.

**NOW THEREFORE, BE IT RESOLVED**, that the recitals set forth above are true and correct and fully incorporated into this Resolution by reference.

**BE IT FURTHER RESOLVED**, that the Governing Board has reconsidered the circumstances of the state of emergency and finds that the state of emergency continues to directly impact the ability of members to meet safely in person.

**BE IT FURTHER RESOLVED**, that the actions taken by the Governing Board through this Resolution may be applied to all District committees governed by the Brown Act unless otherwise desired by that committee.

**BE IT FURTHER RESOLVED**, the Governing Board authorizes the Superintendent or their designee(s) to take all actions necessary to continue to conduct Governing Board meetings in accordance with Government Code section 54953(e) and all other applicable provisions of the Brown Act, using teleconferencing for a period of thirty (30) days from the adoption of this Resolution, after which the Governing Board will reconsider the circumstances of the state of emergency.

**PASSED AND ADOPTED** by the Santa Maria Joint Union High School District Governing Board on this 8th day of February 2022, by the following vote:

**ROLL CALL VOTE:**

AYES \_\_\_\_\_

NOES \_\_\_\_\_

ABSENT \_\_\_\_\_

ABSTAIN \_\_\_\_\_

\_\_\_\_\_  
President/Clerk/Secretary of the Board of Education  
Santa Maria Joint Union High School District

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**B. INSTRUCTION**

**1. Supplement to the Annual Update to the 2021-22 Local Control & Accountability Plan. INFORMATION ONLY- *Appendix D***

Resource Person: John Davis, Assistant Superintendent of Curriculum; Steve Molina, Director of Student Services

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP

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**C. BUSINESS**

**1. Fiscal Year 2020-2021 Audit Report and Plan of Corrective Actions – *Appendix E***

Resource Person: Yolanda Ortiz, Assistant Superintendent of Business Services; Michelle Coffin, Director of Fiscal Services

As required by Education Code §41010, the District retained the services of the auditing firm, Christy White Accountancy Corporation, to audit the books and accounts of the District. In accordance with Education Code §41020, the audit report for the year ended June 30, 2021 is hereby submitted to the Board of Education for review at this public meeting. The full audit report can be found on the District's website.

**\*\*\* IT IS RECOMMENDED THAT** the Board of Education accept the submission of the audit report for the year ended June 30, 2021 and approve filing it with the County Superintendent of Schools as required by Education Code §41020.

Moved \_\_\_\_\_ Second \_\_\_\_\_

**Roll Call Vote is Required:**

Dr. Karamitsos	_____
Ms. Perez	_____
Mr. Palera	_____
Ms. Lopez	_____
Dr. Garvin	_____

**X. CONSENT ITEMS**

\*\*\* **IT IS RECOMMENDED THAT the Board of Education approve the following consent items as presented.**

*All items listed are considered to be routine and may be enacted by approval of a single roll call vote. There will be no separate discussion of these items; however, any item may be removed from the consent agenda upon request of any member of the board and acted upon separately.*

Moved \_\_\_\_\_ Second \_\_\_\_\_

**Roll Call Vote is Required:**

Dr. Karamitsos	_____
Ms. Perez	_____
Mr. Palera	_____
Ms. Lopez	_____
Dr. Garvin	_____

A. Approval of Minutes – **Appendix G**

Regular Board Meeting - January 12, 2022  
 Special Board Meeting - January 18, 2022

B. Approval of Warrants for the Month of January 2022

Payroll	\$ 9,903,445.55
Warrants	8,594,536.55
<b>Total</b>	<b>\$ 18,497,982.10</b>

C. Approval of Contracts

**REGULAR MEETING**  
**February 8, 2022**

COMPANY/ VENDOR	DESCRIPTION OF SERVICES	AMOUNT/FUN DING	RESOURCE PERSON
Allan Hancock Joint Community College District	Joint use of SMJUHSD CTE Center premises for increased opportuni- ties to college students from Jan-May 2022.	No cost	John Davis
Maxim Healthcare Staffing Services, Inc.	Two medical assistants to support school health offices from Jan-June 2022.	NTE \$56,320/ ESSER II	John Davis
Santa Maria Elks Lodge #1538 Club Services	Venue rental and secu- rity for ERHS 2022 prom.	\$2,325/ RHS ASB	John Davis
Santa Maria Elks Lodge #1538 Club Services	Venue rental and secu- rity for SMHS 2022 prom.	\$2,325/ SMHS ASB	John Davis
Corazon del Pueblo	Collaboration with in- structors to curate & ex- hibit student work during community showcases.	\$43,930/ Title IV	John Davis

D. Facility Report – **Appendix B**

E. Obsolete Equipment – **Appendix C**

Education Code §17545 and 17546 allows the district to dispose of personal property belonging to the district that is unsatisfactory, no longer necessary (obsolete), or unsuitable for school use. The district administration is requesting authorization to dispose of obsolete items in the list below in compliance with government regulations. If an auction is warranted, the district will conduct an auction via the internet by and through its representative RT Auctions. Notices of items for sale at auction will be posted in no less than three public places within the District, including the District’s website at <http://www.smjuhsd.k12.ca.us>

F. Student Matters - Education Code Sections 35146 & 48918

Administrative Recommendation to order expulsion: 202122-02

Administrative Recommendation to rescind the order of expulsion: 345519

G. Notice of Completion

The following projects were substantially complete. To file the necessary Notice of Completion forms with the County of Santa Barbara, the Acceptance of Substantial Completion needs to be formally accepted by the Board of Education.

- 1) SMHS BLDG 820/830 FASCIA & GUTTERS. #21-387 with Falcon Roofing Company. Substantial Completion on January 5, 2022.

<b>REGULAR MEETING February 8, 2022</b>
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2) FIRE SPRINKLER HEAD REPLACEMENTS, #21-398, with Whittle Fire Protection, Contractor. Substantial Completion on January 10, 2022.

3) SMHS 300s WINDOW COVERINGS, #20-360. with One Source Home Solutions, Contractor. Substantial Completion on January 18, 2022.

H. Out of State Travel

PERSON/REASON	PLACE/DATE	FUNDING
Payne, Tony Clinic of Champions (Coaching Clinic)	Reno, NV January 25-26, 2022	Athletics LCAP 2.6
Eichel, Susie Aruba Atmosphere 2022 (Network Training)	Las Vegas, NV March 28 – April 1, 2022	General Funds
Sal Reynoso 2022 Utah Education Career Fair	Logan, Utah February 16-17, 2022	General Funds

I. Purchase Orders

PO #	Vendor	Amount	Description/Funding
PO22-01050	Central City Tool Supply	\$62,314.69	Equipment for Metal and Woodshops / General Fund: LCFF and CTEIG
PO22-01112	Dell Marketing LP	\$101,701.34	Computers for SMHS computer labs / General Fund: Site Title I
PO22-01113 PO22-01114 PO22-01115 PO22-01117 PO22-01118	Culver-Newlin Inc.	\$133,925.06	Furniture ERHS modernization / Fund 25 Developer Fees

J. Acceptance of Gifts

<b>Pioneer Valley High School</b>		
<u>Donor</u>	<u>Recipient</u>	<u>Amount</u>
Santa Barbara County Probation Peace Officer's Association	Boy's Basketball	\$250.00
Snap! Mobile Inc	Boy's Basketball	\$3,346.90
Snap! Mobile Inc	Girl's Basketball	\$2,622.80
Santa Barbara Bowl Foundation	Center Stage	\$2,500.00
<b>Total Pioneer Valley High School</b>		<b>\$8,719.70</b>
<b>Righetti High School</b>		
<u>Donor</u>	<u>Recipient</u>	<u>Amount</u>
Robert L. Bletcher	Wrestling	\$100.00



<b>REGULAR MEETING</b> <b>February 8, 2022</b>
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Snap! Mobile, Inc. (AKA SnapRaise)	Girls Basketball	\$7,816.80
<b>Total Righetti High School</b>		<b>\$7,916.80</b>
<b>Santa Maria High School</b>		
<b><u>Donor</u></b>	<b><u>Recipient</u></b>	<b><u>Amount</u></b>
Santa Maria Rotary Foundation	Band	\$400.00
Snap Raise	Girls Wrestling	\$3212.40
Santa Maria FFA Boosters	FFA	\$17,000.00
Elks Recreation Inc	FFA – OH	\$1500.00
Elks Recreation Inc	FFA – OH	\$1500.00
<b>Total Santa Maria High School</b>		<b>\$23,612.40</b>

**XI. FUTURE BOARD MEETINGS FOR 2022**

Unless otherwise announced, the next regular meeting of the Board of Education will be held on March 8, 2022. Closed session begins at 5:00 p.m. Open session begins at 6:30 p.m. Please refer to the March 8<sup>th</sup> agenda for further details on meeting location/access.

Regular Board Meetings for 2022:

- |                |                |                    |
|----------------|----------------|--------------------|
| April 12, 2022 | June 14, 2022  | September 13, 2022 |
| May 10, 2022   | July 12, 2022  | October 11, 2022   |
| June 7, 2022   | August 2, 2022 | November 8, 2022   |
|                |                | December 13, 2022  |

**XII. ADJOURN**

CLASSIFIED PERSONNEL ACTIONS								
Name	Action	Assignment	Site	Effective	Pay Rate	Hours		
	Employ	Bus Driver	DO	1/24/22	18/A	4		
	Promote	Instrucitonal Assistant-Spec Ed II	SMHS	2/1/22	15/A	6		
	39-Month Reemploy	Health Technician	RHS	1/21/22	20/E	7.5		
	Mid-year Rebid	Bus Driver	DO	1/12/22	18/D	6.75 to 6		
	Employ	Instructional Assistant-Spec Ed I	SMHS	1/12/22	13/A	5.5		
	Mid-year Rebid	Bus Driver	DO	1/12/22	18/E	7.75 to 8		
	Employ	Computer Technician	DO	1/27/22	22/A	8		
	Employ	Bus Driver	DO	1/10/22	18/A	4		
	Employ	Health Technician	PVHS	2/1/22	20/A	7.5		
	Out of Class	School/Community Liaison	SMHS	1/31/22	20/C	8		
	LWOP	Instructional Assistant-Spec Ed II	PVHS	2/5/22 - 3/4/22	15/E	7		
	Employ	Custodian	SMHS	1/19/22	15/A	8		
	Transfer - Shift	Custodian	RHS	1/11/22	15/A	8		
	Promote	Attendance Technician	RHS	2/7/22	20/D	8		
	Employ	Food Service Worker I	RHS	1/12/22	9/A	3.5		
	Retirement	Instructional Assistant-Spec Ed II	SMHS	2/28/22	15/E	6		
	Mid-year Rebid	Bus Driver	DO	1/12/22	18/E	5.75 to 6.25		
	Mid-year Rebid	Bus Driver	DO	1/12/22	18/E	6 to 7		
	Employ	Food Service Worker I	SMHS	1/21/22	9/A	3.75		
	LWOP	School/Community Liaison	RHS	3/7/22 - 6/8/22	20/E	8		
	Mid-year Rebid	Bus Driver	DO	1/12/22	18/E	6.75 to 6.5		
	Mid-year Rebid	Bus Driver	DO	1/12/22	18/D	6.5 to 6		
	Resign	Instructional Assistant-Spec Ed II	SMHS	1/11/22	15/A	6		
	LWOP	Administrative Assistant II - School Site	SMHS	2/2/22 - 2/11/22	24/B	8		
	LWOP	Instrucitonal Assistant-Bilingual	RHS	1/24/22 - 4/22/22	13/C	6.5		
	Mid-year Rebid	Bus Driver	DO	1/12/22	18/D	7 to 6.25		
	Resign	Instructional Assistant-Spec Ed II	SMHS	1/18/22	15/E	6		
	Employ	Custodian	SMHS	1/28/22	15/A	8		
	Mid-year Rebid	Bus Driver	DO	1/12/22	18/B	6 to 6.25		
	Employ	Campus Security Assistant II	DHS	1/12/22	17/A	7.5		
	Employ	Custodian	RHS	1/19/22	15/A	8		
	Mid-year Rebid	Bus Driver	DO	1/12/22	18/E	7.5 to 7.75		
	Short-term Assignment	ELPAC Tester	LC	1/27/22 - 5/31/22	16/A	6.5		
	Employ	Instructional Assistant-Spec Ed I	PVHS	1/20/22	13/A	5.5		
	Promote	Buyer	DO	2/7/22	22/D	8		
	Retire	Food Service Worker II	SMHS	5/31/22	12/E	6.5		
	Mid-year Rebid	Bus Driver	DO	1/12/22	18/A	6.75 to 5.5		
	Employ	Food Service Worker I	PVHS	1/12/22	9/A	3		
	Resign	Instructional Assistant-Bilingual	PVHS	1/21/22	13/A	6.5		

CERTIFICATED PERSONNEL ACTIONS								
Name	Action	Assignment	Site	Effective	Salary	FTE		
	Employ	English	PVHS	1/10/22-6/9/22	22/V	0.4		
	Employ	Special Ed Coordinator	PVHS	1/10/22	10/V +7days	1.0		
	Extra Prep Period	Agriculture	SMHS	1/10/22-6/9/22	26/V	0.2		
	Extra Prep Period	Math	RHS	1/24/22-TBD	4/IV	0.2		
	Extra Prep Period	FCS	SMHS	1/10/22-6/9/22	21/V	0.2		
	Extra Prep Period	VPA	SMHS	1/10/22-6/9/22	5/V	0.2		
	Extra Prep Period	FCS	SMHS	1/10/22-6/9/22	25/V	0.2		
	Extra Prep Period	Agriculture	RHS	1/18/22-6/9/22	13/V	0.2		
	Extra Prep Period	Math	SMHS	1/10/22-2/28/22	I/1	0.2		
	Extra Prep Period	FCS	SMHS	1/10/22-6/9/22	13/V	0.2		
	Extra Prep Period	Math	SMHS	1/10/22-2/28/22	7/IV	0.2		
	Extra Prep Period	Math	RHS	1/24/22-TBD	34/V	0.2		
	Extra Prep Period	Math	RHS	1/18/22-6/9/22	3/IV	0.2		
	Extra Prep Period	Physical Education	PVHS	1/10/22-6/9/22	19/V	0.2		
	Extra Prep Period	Physical Education	PVHS	1/10/22-6/9/22	11/V	0.2		
	Extra Prep Period	Math	RHS	1/24/22-TBD	20/V	0.2		
	Extra Prep Period	Math	RHS	1/24/22-TBD	24/V	0.2		
	Extra Prep Period	Math	RHS	1/24/22-TBD	27/V	0.2		
	Extra Prep Period	Math	SMHS	1/10/22-2/28/22	2/III	0.2		
COACHING PERSONNEL ACTIONS								
Name	Action	Assignment	Site	Effective	District	ASB/Booster	Dignity Health	Type

## Appendix B

# SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT FACILITIES REPORT

## January 2022 and Coronavirus Activities

### 1. Santa Maria High School Construction Projects

#### SMHS Reconstruction – Rachlin Partners

- Increment 1, Phase 1 - 50 Classroom and Administration Building: Installation activities continuing this period include: Utility infrastructure; concrete pours; structural steel; interior and exterior steel stud framing; rough-in of mechanical, electrical, plumbing, HVAC, fire sprinkler, security, and communications; moisture protection; exterior thermal insulation; roof framing, and installation of concrete walkways. Completion remains on target for April 2023. [\(Photos\)](#)
- Increment 2, Phase (To Be Determined) - Administration Building Conversion to Classrooms: Cost evaluations of the DSA approved plans and specifications continue by Vernon Edwards Constructors. Gross Maximum Price negotiations are anticipated to begin in Fall of 2022.

#### SMHS 2022 Six Portable Classrooms – Rachlin Partners

- DSA submittal of plans and specifications occurred January 5, 2022. Review is estimated to take approximately 8 weeks. The bid period is targeted to commence in mid-March 2022 depending on receipt of DSA approval. Construction remains scheduled for summer 2022.

### 2. Ernest Righetti High School Construction Projects

#### ERHS Maintenance and Operations Building – Rachlin Partners

- Activities completed this period include a site power shut down, installation of a new transformer and panels, and reactivation of power. Trenching for underground electrical and plumbing infrastructure in the building footprint is scheduled to begin February 2022. Construction completion remains scheduled for August 2022.

#### ERHS Phase 2 Improvements – Rachlin Partners

- Phase 1 punch list reviews will be scheduled for early February with corrective action to follow. All work will be coordinated to occur on a non-interference basis with school activities. Classroom audio visual controls remain on back order with plans to perform installation after hours when equipment arrives. Phase 2 construction activities this period include hazardous material removal, demolition, interior framing, HVAC unit placement, as well as installation of electrical and communications conduit. Phase 2 construction is scheduled to complete April 18, 2022. [\(Photos\)](#)

**ERHS Quad Area Shade Canopy – Rachlin Partners**

- The DSA review of the plans and specifications package continues. Approval remains estimated to occur at the end of January 2022. A bid package is under development in anticipation of February DSA approval.

**3. Pioneer Valley High School Construction Projects**

**PVHS 3 New Modular Classrooms – Rachlin Partners**

- Design continues with DSA submittal expected to occur in mid-February 2022.

**PVHS Electrical Bus Duct Repair – Support Services**

- The high voltage electrical components required to complete the repair remain on back order. Replacement work will be scheduled when parts are received.

**4. Career Technical Education Center & Agriculture Farm**

**Perimeter Security Fencing Addition – Support Services**

- A Notice Inviting Bids was issued January 18 with bids due February 4, 2022. Construction is estimated to commence in early April 2022.

**New Maintenance and Operation Building – Support Services**

- Initial project development activities are underway and will continue through February 2022.

**Well Installation – Support Services**

- The project geologist began with a well site analysis including mapping geologic conditions, reviewing well water data, determining anticipated flow requirements, site testing, and determination of the optimal location for the well. Development of a design package will follow. A project schedule will be finalized following completion of the analysis, design, and submittal to the County Health Department for review and permitting.

## **5. District Wide and Support Services Center District Wide Project Closeout – Support Services**

- Closeout of legacy projects continues:
  - ERHS #03-105187, Alterations to 3 Classroom Buildings (C, D, and E): DSA response to documents uploaded in December remains pending. The Form 310 will be held until DSA review of the package is done.
  - SMHS #03-103743 Gym Renovation: Roof clip connections review by the DSA continues. Additional testing remains on hold pending DSA findings.
  - SMHS #03-107526/107330 Cafeteria Building and Seven Classrooms: MPR pendant lighting metal straps and screw types have been identified for detailed inspection by DSA to determine if installation met requirements. A DSA project inspector will be brought on to review and determine if the installation is acceptable. Change Order #4 review continues.

### **SSC 2021 Paving SSC– Flowers and Associates**

- Ongoing evaluations indicating site moisture conditions adjacent to the building and anticipated cold temperatures in February will cause further delay in corrective paving activities. Routine assessments by the contractor and the consultant will continue as necessary to identify when further construction can occur.

### **SSC Purchasing Office Reconfiguration – Ravatt-Albrecht Architects**

- A Notice Inviting Bids was issued January 25, 2022, with bids due February 17, 2022. Construction is anticipated to commence in early April 2022.

### **SSC Second Story Office Reconfiguration – Ravatt-Albrecht Architects**

- The City of Santa Maria Planning Department package review continues. A project schedule will be finalized upon receipt of City approval.

### **SSC Tire Room Reconfiguration – Ravatt-Albrecht Architects**

- The City of Santa Maria Planning Department package review continues. A project schedule will be finalized upon receipt of City approval.

Gary Wuitschick  
Director – Support Services

## Maintenance & Operations

### SMHS

- Repaired the deteriorating ramp to classroom 900.
- Repaired the trim connecting the two halves of portable classroom 628.
- Removed two white boards from classroom 907.
- Installed whiteboards in classrooms 603 and 630.
- Delivered twenty storage boxes to the Administration Building room 124C.
- Serviced custodial equipment: KaiVac restroom machines and floor scrubbers. **(Photo)**
- Prepared baseball field home plate area. **(Photo)**
- Delivered COVID-19 PPE to classrooms: 100, 230, 235, 450, 500, 525, 600, 610, 619, 621, and Administration.
- Cleaned exterior debris and rotated the cardboard dumpsters.
- Installed conduit and junction boxes under the desks in classroom 629 for twenty new sewing machines.
- Finalized the online installation of cameras which were installed during the four portable installation.
- Cleaned the exterior stairwell entrance to the Administration basement.
- Secured, inspected, and repaired sprinklers in the football stadium.
- Repaired damaged fencing on the Morrison Street fence line.
- Completed routine gopher control.
- Inspected and serviced string line trimmers.
- Inspected and cleaned the district irrigation weather station.
- Inspected and tested the kitchen fire suppression system.
- Applied drywall compound in the small gymnasium. **(Photo)**
- Completed key requests for athletics.
- Serviced doors and door hardware: Wilson Gymnasium boy's locker room door, locks in classrooms 510, 600, 902, and the Administration Building.
- Repaired the wheels on two library book carts.
- Set up COVID-19 kit distribution center. **(Photo)**
- Performed preventive maintenance on forty-nine portable classroom HVAC units.
- Adjusted and repaired thermostats in the following classrooms: 362, 524, 605, 608, 614, 619, 626C, 627, 907, and 909.
- Repaired broken blinds in classroom 629.
- Replaced a light ballast in the Wilson Gymnasium restroom.
- Re-applied non-slip coating on the following ramps at The Lincoln Street Center: 900, 901, 902, 903, 904, 905, 906, 908, 909, and 910. **(Photo)**
- Repaired a leaking water heater at the pool.
- Provided support of school event and civic center use activities: Boys Basketball Games, Girls Basketball Banquet, Girls Basketball Games, LCAP Parent Advisory Meeting.
- Preventive work hours - 160
- Routine work hours - 92
- Total work orders completed - 189
- Event setup hours - 10

Ken Groppetti  
Plant Manager

By Reese Thompson

REGULAR MEETING  
February 8, 2022

**PVHS**

- Moved and set up pole vault mats in the stadium for track & field.
- Performed continued gopher control techniques.
- Serviced all grounds crew Gator carts.
- Operated the field renovator on the baseball and softball fields to reduce the lip between the infield and outfield grass. **(Photo)**
- Graded the base for a replacement Agriculture Department storage unit.
- Adjusted the circuit breaker safety settings in several electrical panels based on the ARC Flash assessment recommendations.
- Prepared the grounds for the new panther statue in the stadium.
- Painted the office area 711 in Admin building A.
- Cleaned graffiti on the exterior walls of the Performing Arts Center.
- Adjusted the mounting height of a 75-inch Interactive Flat Panel monitor in classroom 218.
- Installed a solar battery charging system on the M&O dump trailer.
- Assembled and delivered fourteen double-sided whiteboards to classrooms. **(Photo)**
- Replaced nets on all three main court baskets in the gymnasium.
- Removed all furniture in the business office and setup new furniture for improved ergonomics.
- Reversed the sliding access windows in the business office to coordinate with the newly installed furniture.
- Serviced the ice machines in the trainer's room 510 and Agriculture Department classroom 206.
- Assembled, and delivered a 75-inch Interactive Flat Panel monitor to room 609.
- Repaired the taping table in the trainer's room 510.
- Repaired the sliding divider door between multipurpose rooms 551 and 552.
- Performed HVAC service and repairs: classrooms 205, 629, Performing Arts Center, and maintenance shop.
- Replaced a broken outlet on the west wall on the pool deck.
- Repaired the controls on the clothes washer in classroom 333.
- Assembled and delivered weather protection shells for the athletic department. **(Photo)**
- Replaced lighting: football stadium custodial supply room, gymnasium exterior amphitheater stage.
- Serviced the carpet extractor in the carpet truck.
- Repaired a leaking water spigot on the south side of the gymnasium.
- Relocated the computer projector and screen in classroom 402.
- Replaced the lighting motion sensors in office spaces 121 and 122 in the Administration Building.
- Musco Lighting replaced lights on the stadium light poles. **(Photo)**
- Installed new modular office spaces in Buildings E and H as well as workstation partitions in the Library Building office suite. **(Photo)**
- Replaced rain gutters on eleven portable classrooms: 620 through 630. **(Photo)**
- FieldTurf repaired damaged areas of the synthetic turf over winter break. **(Photo)**
- Delivered additional air purifiers to multiple classrooms coordinated by Administration.
- Delivered three desk-mounted protective shields and COVID-19 supplies to nurses in the COVID-19 testing room 305.
- Provided support of school event and civic center use activities: boys' and girls' soccer matches, Strawberry Cup Soccer Tournament, boys' and girls' basketball, and staff development in the Performing Arts Center.
- Preventive work order hours – 26
- Routine work hours – 50 (includes CTE – 2)
- Total work orders completed – 81 (includes CTE – 13)
- Event setup hours – 6 (includes CTE – 3)

Dan Mather  
Plant Manager



## REGULAR MEETING

February 8, 2022

### ERHS

- Prepared the baseball field, softball field, and track for the upcoming season. (Photo)
- Repaired broken water lines on the softball field and in the 200 Building.
- Performed gopher control at ERHS and DHS.
- Adjusted and lubricated all automatic rolling gates.
- Installed new storage container behind the fence area located near the woodshop. (Photo)
- Completed the installation of a new sound system in the gymnasium.
- Painted new lines at the cafeteria patio to facilitate improve lunch line service. (Photo)
- Continued revisions to the new athletic training room 407: whirlpool installation, plumbing, and carpentry.
- Patched and painted resource classrooms 317 and 319. (Photo)
- Installed an amplifier for the public address system for the 600 portable classrooms, improving sound on the east side of the campus.
- Replaced sink faucets in the pool restrooms and press box restroom.
- Removed and replaced ceiling tiles in the press box.
- Removed classroom items in preparation for Phase II Modernization: fire extinguishers, flags, hand sanitizer dispensers, emergency response packets, furniture, as well as books and packed supplies. (Photo)
- Installed Cyber Lock cores in newly modernized Phase I classroom doors.
- Performed preventive maintenance on HVAC systems: 800 Building (38-Classroom) and Agriculture Science rooftop units.
- Completed monthly inspections: emergency lighting, emergency showers and eye wash stations, AEDs, and fire extinguishers.
- Performed additional COVID-19 desktop cleaning.
- Provided support of school event and civic center use activities: Sneaky Santa, Staff Development, Special Education Department meeting, District Transportation First Aide training, Jesus Club, FFA monthly meeting, PE assembly, Cross Country banquet, boys' and girls' basketball, wrestling tournament
- Preventive work order hours – 17 (0 DHS)
- Routine work order hours – 212 (includes 37 DHS)
- Total work orders completed – 117 (includes 14 DHS)
- Event setup hours – 47 (includes 0 DHS)

Danny Sheridan  
Plant Manager

### Graffiti & Vandalism

- |        |    |     |
|--------|----|-----|
| • DHS  | \$ | 0   |
| • ERHS | \$ | 900 |
| • SMHS | \$ | 500 |
| • PVHS | \$ | 437 |

Reese Thompson  
Director – Facilities and Operations

**Photo Gallery – Major Projects**



**SMHS 50-Classroom Building – Interior Walls and Utilities Installation In-progress**



**SMHS 50-Classroom Building – Framers Install the Roof Deck for the Tile Roofs**



**SMHS 50-Classroom Building – Plant Manager Ken Groppetti Participates in the Roofing Pre-Construction Meeting**



**SMHS 50-Classroom Building – Concrete Walkways Poured During Winter Break to Tie the New Building into the Existing Campus**



**ERHS Modernization Phase I – Completed Classroom Shows New Carpet Flooring, Movable White Boards, and Video Monitor**



**ERHS Modernization Phase I – Classrooms Received New Ergonomic Student and Teacher Furniture**



**ERHS Modernization Phase II – New Metal Studs are in Place to Define Classrooms and Drywall Installations Begins**



**ERHS Modernization Phase II – Abatement of Asbestos Floor Tiles is Underway in Environmental Containment**



**ERHS Modernization Phase II – HVAC Ceiling Distribution Cassettes are Installed in Classrooms**



**ERHS Modernization Phase II – Exterior Walkways are Used to Store Tools and Equipment**

**Photo Gallery – Maintenance & Operations**



**SMHS – Alex Anguiano Services a KaiVac Restroom Machine**



**SMHS – Nick Cannan Prepares Baseball Home Plate Area**



**SMHS – Tom Harbold Applies Drywall Compound in the Small Gymnasium**



**SMHS – Yadira Zuniga and Armando Gutierrez Set up Covid Test Kit Distribution**





**SMHS – Joel Amezcua Resurfacing the Lincoln Center Classroom Ramps**



**PVHS – Jose Gamino Renovating the Baseball Field**



**PVHS – Greg Parker Assembling Mobile Whiteboards**



**PVHS – Elias Camacho Installs Weather Protection Shells for the Athletic Department**



**PVHS – Musco Lighting Replaces Stadium Lights**



**PVHS – Principal Shanda Herrera Oversees the New Furniture Installation**



**PVHS – Portable Classrooms Receive New Rain Gutters over Winter Break**



**PVHS – FieldTurf Tech Repaired the Turf in the Stadium**



**ERHS – Joseph Campos and Jose Mendez Install the Baseball Outfield Fence**



**ERHS – Jordan Markstone Re-installs Fencing Around the New Storage Container**



**ERHS – Joel Amezcua and Ernest Paz Painting the New Lunch Line Railing**



**ERHS – Ernest Paz Painting the Inside of Classroom 317**



**ERHS – Gordon Greer Removing Items for Classroom Renovations**



**ERHS – David Velasco and Jose Mendez Removing Furniture for Classroom Renovations**

**Authorization for Sale of Obsolete Equipment and Vehicles - Appendix C  
February 8, 2022**

<b>Tag #</b>	<b>Asset Category</b>	<b>Description</b>	<b>Serial #</b>
	Monitor	Monitor	FB6B80073
31678	COMPUTER	DELL DESKTOP	
31677	COMPUTER	DELL DESKTOP	
	COMM EQUIP	KENWOOD RADIO	B6810640
42297	COMM EQUIP	VERTEX RADIO	1L554474
	COMM EQUIP	VERTEX RADIO	7L297869
31679	COMPUTER	DELL DESKTOP	
	PRINTER	HP DESKJET 950 PRINTER	086189M
	MONITOR	MONITOR	
28726	COMPUTER	IMAC	
4653	AV EQUIP	QUASAR VHS PLAYER	40701162
	AV EQUIP	MAGNAVOX TV	V25541978
4651	AV EQUIP	SONY TV	8093710
9660	AV EQUIP	VCR	
6814	AV EQUIP	TV	8104954
8712	AV EQUIP	TV	8204968
	AV EQUIP	3M 1880 OVERHEAD PROJECTOR	02180A18169592
	AV EQUIP	POWER SUPPLY	9147BFUSM440000022
11195	MONITOR	MONITOR	
8860	PRINTER	HP COLORJET 4550	LGHA103382
	PRINTER	HP DESKJET 5740	
	PRINTER	HP BUSINESS INJET 1200	TH6BB520FS
	AV EQUIP	APOLLO OVERHEAD	6040061509
	AV EQUIP	APOLLO OVERHEAD	
21752	COPIER	XEROX	BICP901432
	AV EQUIP	VHS CAMERA	L3WA23277
	AV EQUIP	OVERHEAD PROJECTOR	
	PRINTER	HP OFFICEJET PRO 8000	MY99P2413R
	PRINTER	HP LASERJET	VNB3C80786
	PRINTER	PRINTER	VNB3C79973
29694	COMPUTER	DELL OPTIPLEX	
1582	FURN	SEWING MACHINE	33084826
1601	FURN	SEWING MACHINE	D53556
	APPL/FOOD SVC	BUS MEAL TOTES	
24091	COPIER	TOSHIBA COPIER	
1136	FURN	STAINLESS TABLE AND POT RACK	
29198	COMPUTER	DELL DESKTOP	288ZV12
32269	COMPUTER	DELL DESKTOP	52YKSD2
32279	MONITOR	DELL MONITOR	52XKSD2
14069	PRINTER	HP LASERJET 1012	CNFB641132
9794	APPLIANCE	REFRIGERATOR	5231756
30179	MONITOR	DELL OPTIPLEX 990	38403950365
	COMM EQUIP	SHORETEL PHONE	0010490A1609
	COMM EQUIP	SHORETEL PHONE	0010491B78FE
33281	COMPUTER	DELL PTIPLEX 7440	HNP8KB2
1808	COMPUTER	LAPTOP	



**Authorization for Sale of Obsolete Equipment and Vehicles - Appendix C  
February 8, 2022**

	COMPUTER	COMPUTER	CNOC730C7162315K2926
	COMPUTER EQUIP	TABLET CHARGING STATION	2621BXAOC99900042
	COMPUTER EQUIP	TABLET CHARGING STATION	2621BYOAC89990064
	AV EQUIP	DVD PLAYERJ1500	
30273	AV EQUIP	TV	
12019	AV EQUIP	CVCR	
30293	AV EQUIP	SMARTBOARD	
30294	AV EQUIP	SMARTBOARD	
	AV EQUIP	TV	391965
	COMPUTER	COMPUTER	
SB17244	PRINTER	HP LASER PRINTER	CNBE86QIRS
29727	PRINTER	DREMEL IDEA BUILDER 3020	
29726	PRINTER	DREMEL IDEA BUILDER 3020	
29725	PRINTER	DREMEL IDEA BUILDER 3020	
	PRINTER	HP PRINTER	VND3G52370
SB17244	PRINTER	HP LASER PRINTER	CNBC86QIRS
25991	AV EQUIP	ELMO DOCUMENT CAMERA	
28315	COMPUTER EQUIP	MONITOR	
	MUSICAL INSTRUM	HITCH WAGON FOR SPEAKERS	
28210	COMPUTER	COMPUTER	915NDY1
	AV EQUIP	MEDIA CART	
	PRINTER	HP LASER JET M1522NF	CNG896LOJ8
	LAB/SCIENCE	PRESSURE STERILIZER	A0001271
	APPL/FOOD SVC	WATER DISTILLER	
	AV EQUIP	TOSHIBA TV M13P7	38434594
	AV EQUIP	TOSHIBA TV M13P7	38424660
	COMPUTER EQUIP	DELL KEYBOARD AND MOUSE	920-001286
	COMPUTER EQUIP	HP KEYBOARD	505060-371
	COMPUTER	DELL COMPUTER AND MONITOR	714213H
31542	COMPUTER	HP COMPUTER AND MONITOR	
12047	AV EQUIP	PANASONIC VHS DVD	
28636	COMPUTER	DELL COMPUTER AND MONITOR	
28492	COMPUTER	DELL OPTIPLEX 3030	J573R22
28579	COMPUTER	DELL OPTIPLEX 3030	GZ2JR22
33601	COMPUTER	DELL OPTIPLEX 3030	79LQJH2
33603	COMPUTER	DELL OPTIPLEX 3030	79LSJH2
28574	COMPUTER	DELL OPTIPLEX 3030	GZ48R22
33605	COMPUTER	DELL OPTIPLEX 3030	79KXJH2
22116	COMPUTER	IMAC	
21733	COMPUTER	IMAC	
33602	COMPUTER	DELL OPTIPLEX 3030	79LTJHS
33604	COMPUTER	DELL OPTIPLEX 3030	79KWJH2
22823	COMPUTER	COMPUTER	JQWFTJT
9236	AV EQUIP	VCR	
23980	AV EQUIP	ELMO DOCUMENT CAMERA	
25591	AV EQUIP	ELMO DOCUMENT CAMERA	
33169	AV EQUIP	ELMO DOCUMENT CAMERA	

**Authorization for Sale of Obsolete Equipment and Vehicles - Appendix C  
February 8, 2022**

21053	AV EQUIP	SYLVANIA TV	
24709	AV EQUIP	MAGNAVOX TV	
22668	COMM EQUIP	KENWOOD RADIO	
22675	COMM EQUIP	KENWOOD RADIO	
23576	COMM EQUIP	KENWOOD RADIO	
29566	COMM EQUIP	KENWOOD RADIO	
29560	COMM EQUIP	KENWOOD RADIO	
	COMM EQUIP	KENWOOD RADIO	
29563	COMM EQUIP	KENWOOD RADIO	
29571	COMM EQUIP	KENWOOD RADIO	
29570	COMM EQUIP	KENWOOD RADIO	
21477	COMM EQUIP	VERTEX RADIO	
24988	COMM EQUIP	VERTEX RADIO	
24989	COMM EQUIP	VERTEX RADIO	
24991	COMM EQUIP	VERTEX RADIO	
27334	COMPUTER	DELL PRECISION T1700	
25661	COMPUTER	IPAD	
25662	COMPUTER	IPAD	
23666	COMPUTER	DELL ALIENWARE HEADSET	
26365	COMPUTER	DELL OPTIPLEX 9020	
27261	COMPUTER	DELL OPTIPLEX 9020	
28334	COMPUTER	DELLVE VENUE 11 PRO MODEL 7130	
28335	COMPUTER	DELLVE VENUE 11 PRO MODEL 7130	
26915	COMPUTER	MAC MINI	
26306	COMPUTER	OPTIPLEX 3011 AIO	
26309	COMPUTER	OPTIPLEX 3011 AIO	
26313	COMPUTER	OPTIPLEX 3011 AIO	
26314	COMPUTER	OPTIPLEX 3011 AIO	
24925	COMPUTER	OPTIPLEX 780	
24926	COMPUTER	OPTIPLEX 780	
26923	COMPUTER	OPTIPLEX 9010 AIO	
26750	COMPUTER	OPTIPLEX 9010 AIO	
26751	COMPUTER	OPTIPLEX 9010 AIO	
26754	COMPUTER	OPTIPLEX 9010 AIO	
26755	COMPUTER	OPTIPLEX 9010 AIO	
26756	COMPUTER	OPTIPLEX 9010 AIO	
26757	COMPUTER	OPTIPLEX 9010 AIO	
26759	COMPUTER	OPTIPLEX 9010 AIO	
26760	COMPUTER	OPTIPLEX 9010 AIO	
26761	COMPUTER	OPTIPLEX 9010 AIO	
27228	COMPUTER	DELL OPTIPLEX 9020	
27240	COMPUTER	DELL OPTIPLEX 9020	
29057	COMPUTER	DELL OPTIPLEX 9020	
26854	COMPUTER	DELL OPTIPLEX 9020	
25191	COMPUTER	DELL OPTIPLEX 990	
25008	COMPUTER	DELL OPTIPLEX 990	
25009	COMPUTER	DELL OPTIPLEX 990	

**Authorization for Sale of Obsolete Equipment and Vehicles - Appendix C  
February 8, 2022**

13345	MACH/TOOLS	Bernina Sewing Machine #1008	
26618	MACH/TOOLS	Bernina Sewing Machine #1008	
26619	MACH/TOOLS	Bernina Sewing Machine #1008	
26620	MACH/TOOLS	Bernina Sewing Machine #1008	
13341	MACH/TOOLS	Bernina Sewing Machine #1008	
13342	MACH/TOOLS	Bernina Sewing Machine #1008	
13343	MACH/TOOLS	Bernina Sewing Machine #1008	
13346	MACH/TOOLS	Bernina Sewing Machine #1008	
13347	MACH/TOOLS	Bernina Sewing Machine #1008	
13174	MACH/TOOLS	Bernina Sewing Machine #1008	
13176	MACH/TOOLS	Bernina Sewing Machine #1008	
13175	MACH/TOOLS	Bernina Sewing Machine #1008	
13173	MACH/TOOLS	Bernina Sewing Machine #1008	
13348	MACH/TOOLS	Bernina Sewing Machine #1008	
13219	MACH/TOOLS	Bernina Sewing Machine #1008	
13177	MACH/TOOLS	Bernina Sewing Machine #1008	
22308	MACH/TOOLS	BLE1AT Babylock Imagine	
21534	MACH/TOOLS	Blind Hemmer Machine	
22809	MACH/TOOLS	SERGER	
22810	MACH/TOOLS	SERGER	
01581	MACH/TOOLS	SEWING MACHINE, BERNINA	
01591	MACH/TOOLS	SEWING MACHINE, BERNINA	
01593	MACH/TOOLS	SEWING MACHINE, BERNINA	
01594	MACH/TOOLS	SEWING MACHINE, BERNINA	
01595	MACH/TOOLS	SEWING MACHINE, BERNINA	
01597	MACH/TOOLS	SEWING MACHINE, BERNINA	
01598	MACH/TOOLS	SEWING MACHINE, BERNINA	
01600	MACH/TOOLS	SEWING MACHINE, BERNINA	
01610	MACH/TOOLS	SEWING MACHINE, BERNINA	
20253	MACH/TOOLS	Ultrafeed LSZ-1 PP 110 Volt	
21350	MONITOR	DELL FLAT PANEL	
26976	MONITOR	DELL FLAT PANEL	
20399	MONITOR	DELL 15""	
20403	MONITOR	DELL 15""	
20405	MONITOR	DELL 15""	
20406	MONITOR	DELL 15""	
20407	MONITOR	DELL 15""	
20408	MONITOR	DELL 15""	
20410	MONITOR	DELL 15""	
20404	MONITOR	DELL 15""	
21153	MONITOR	DELL FLAT PANEL	
21656	MONITOR	VIEWSONIC	
38962	MUSICAL INSTRUM	UPRIGHT PIANO	
24241	PRINTER	HP LASERJET 3015	
26448	PRINTER	HP LASERJET PRO 400	
26345	PRINTER	HP LASERJET PRO 400	
31460	COMPUTERS	DELL OPTIPLEX 3030	

**Authorization for Sale of Obsolete Equipment and Vehicles - Appendix C**  
**February 8, 2022**

29962	COMPUTERS	DELL OPTIPLEX 3030	
29968	COMPUTERS	DELL OPTIPLEX 3030	
33314	COMPUTERS	DELL OPTIPLEX 7440	
33074	COMPUTERS	DELL OPTIPLEX 9030	
32319	LAPTOPS	DELL LATITUDE	
710	VEHICLES	E-Z GO CART #710	

**REGULAR MEETING**  
**February 8, 2022**

## **APPENDIX D**

**Supplement to the Annual Update to the  
2021-22 Local Control & Accountability Plan**



# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Maria Joint Union High School District	Steve Molina	smolina@smjuhsd.org, 805-878-8136

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

The Budget Act of 2021 and the federal American Rescue Plan Act of 2021 provided Santa Maria Joint High School District the opportunity to support our students, teachers, staff, and our community in recovering from the COVID-19 pandemic to address the impacts of distance learning on students. The District received funding allocations for the Expanded Learning Opportunity Grant Plan funds for \$8,251,468.00, Elementary and Secondary School Education Relief (ESSER III) funds for 13,236,134.00, and the Educator Effectiveness Block Grant Plan funds for \$1,959,672.00 since the 2021-22 Local Control and Accountability Plan (LCAP) was approved. The Santa Maria Joint Union High School District values our educational partners: parents/guardians, students, teachers, staff, classified staff, administrators, community members, outside agencies partners, certificated bargaining unit, classified bargaining unit, and the District Parent Advisory Committee. The District’s commitment to planning and the decision-making process has engaged our educational partners and continues to be an ongoing process in developing the District LCAP.

The District engaged educational partners on using state and federal funds not included in the LCAP; an open-ended survey was provided during September through October of 2021, focusing on District priorities providing a safe in-person learning environment, professional learning opportunities, and addressing the needs of students. The District notified educational partners were of the survey via multiple avenues, including the District’s ParentSquare platform, text messaging, email, and social media. The survey was in English, Spanish, Mixteco voice recording, phone calls, and the choice of selecting other languages. A school climate survey was administered during November through December to students, parents/guardians, and staff with a focus on school climate, belonging, and engagement. The input provided through the surveys provided valuable information on the needs and desires of our educational partners, informing the decisions regarding the use of state and federal funds.

The District's input process has been established through the foundational meaningful group engagement process and the foundational principle of engaged communication and meaningful consultation. The following educational partners met on the dates listed below:

Parent Advisory Committee: September 23, 2021, October 27, 2021  
Student Advisory Committee: October 26, 2021  
Teacher Leadership Advisory Committee: October 25, 2021  
Site Administrators and Directors: October 25, 2021  
Non-Profit Community Committee: October 15, 2021  
CTA Advisory Committee: October 15, 2021  
CSEA Advisory Committee: October 14, 2021  
Superintendent's Council: September 14, 21, 28, 2021, October 5, 19, 20, 26, 2021  
NAACP: October 26, 2021  
Chumash Education Center: October 27, 2021

The input from our educational partners is captured in our grant plans. The District will focus priorities on providing coaching and mentoring, practices to engage and accelerate, social-emotional learning, school climate, strategies for continuous and safe in-person learning, the impact of lost instructional time, and addressing student needs through remaining funds. Meaningful consultation will continue through the Spring of 2022 with educational partners.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The Santa Maria Joint Union High School District is using its concentration grant add-on funds received consistent with the California Education Code Section 42238.02, as amended, to increase the number of certificated staff who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment. The positions are as follows:

1. Santa Maria High School has the highest rate of English learners in the District. The student-to-teacher ratio for ELD and Designated ELD is 25 to 1, focusing on increasing language fluency, reclassification, college career readiness, and state seal of biliteracy. The concentration grant add-on funds will allocate funding for English learner students with the additional English certificated staff.
2. Pioneer Valley High School has the second-highest rate of English learners in the District. The student-to-teacher ratio for ELD and Designated ELD is 25 to 1, focusing on increasing language fluency, reclassification, college career readiness, and state seal of biliteracy. The concentration grant add-on funds will allocate funding for English learner students with the additional English certificated staff.

3. Ernest Righetti has the third-highest rate of English learners in the District. The student-to-teacher ratio for ELD and Designated ELD is 25 to 1, focusing on increasing language fluency, reclassification, college career readiness, and state seal of biliteracy. The concentration grant add-on funds will allocate funding for English learner students with the additional English certificated staff.

Other funding sources will cover any additional expenses with the hiring of these employees that exceed the allocation of funds.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

The Santa Maria Joint Union High School District regularly consults with its education partners: students, teachers, school staff, school site administration, District administration, local bargaining units, and multilingual parents/guardians. As educational partners, their input and feedback play a critical role in providing input into the direction of the District and the use of federal funds. We have engaged with our educational partners throughout the planning and decision-making process as this continues as an ongoing process as part of the LCAP planning.

The District has received Learning Loss Mitigation Funding (LLMFF), Governor's Emergency Education Relief Funding (GEER), and Elementary and Secondary Emergency Relief funding (ESSER II & III). The process for seeking input from our educational partners is the same for federal and state funds. The District values the input from its educational partners when creating all plans. The District engaged educational partners on the use of one-time funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning students using an open-ended survey from September through October of 2021 focused on the priority areas of the ESSER III: Strategies for continuous and safe in-person learning, addressing the impact of lost instructional time and student needs. Educational partners were notified of the survey through the District communication platform ParentSquare via multiple venues, including social media, text messaging, email, phone calls, and the use of the ParentSquare App. The District provided the survey in English, Spanish, and Mixteco voice recording. The District also provided the opportunity for education partners to participate in a school climate survey from November through December of 2021. The school climate survey was provided to students, parents/guardians, and staff on school climate, belonging, and engagement through the District's communication platform. Educational partners were able to access the survey through email, text, cell phone apps, social media, and one-to-one assistance. The District held the following educational partner meeting through zoom as meaningful engagement and consultation:

Parent Advisory Committee: September 23, 2021, October 27, 2021

Student Advisory Committee: October 26, 2021

Teacher Leadership Advisory Committee: October 25, 2021

Site Administrators and Directors: October 25, 2021

Non-Profit Community Committee: October 15, 2021

CTA Advisory Committee: October 15, 2021

CSEA Advisory Committee: October 14, 2021

Superintendent's Council: September 14, 21, 28, 2021, October 5, 19, 20, 26, 2021

NAACP: October 26, 2021



Chumash Education Center: October 27, 2021

ESSER III Expenditure Plan Survey: September 24, 2021, thru October 22, 2021

The District will continue to engage meaningfully with its educational partners over the remainder of the year through the LCAP process.

The following links indicate how and when the District engaged its educational partners in the use of funds received to support the recovery for the COVID-19 pandemic:

Learning Continuity and Attendance Plan (English and Spanish):

<http://www.smjuhsd.k12.ca.us/?PN=Pages&SubP=Level1Page&L=1&DivisionID=20915&PageID=39518&ToggleSideNav=DivisionOnly>

Elementary and Secondary School Emergency Relief Funding (ESSER III):

<http://www.smjuhsd.k12.ca.us/?PN=Pages&SubP=Level1Page&L=1&DivisionID=20915&PageID=39652&ToggleSideNav=DivisionOnly>

Local Control and Accountability Plan (LCAP):

<http://www.smjuhsd.k12.ca.us/?PN=Pages&SubP=Level1Page&L=1&DivisionID=20915&PageID=39652&ToggleSideNav=DivisionOnly>

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

The District's implementation of its effort to maintain the health and safety of students, educators, and other staff and ensure the continuity of services as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date as follows:

1) To Safely Open and Operate Schools for In-Person Learning

A) Student Well-Being Support Services

Through contracted services, students in the District will be provided culturally appropriate health education instruction/curriculum and prevention/mediate spread of COVID-19. Implement student-led health clubs to support health initiatives, after-school fitness programs, and mindfulness programs. Scheduled fall sexual health

lessons with five health teachers at Pioneer Valley High School (PVHS), Ernest Righetti High School (ERHS), and Santa Maria High school (SMHS). Delivered 130 lessons of sexual health instructions reaching 936 students including 180 at ERHS, 360 at SMHS, and 396 at PVHS.

B) Health, Safety, and Security Support

Staff and resources materials to provide expanded health services, mitigate the spread of COVID-19, support student wellness, coordinate COVID testing, contact tracing, school health services, and monitor the increased complexities of managing students on school campuses to

ensure their health and safety. This includes the contracting of health providers for all school campuses, COVID-related signage, and personal protective equipment (PPE).

Additional campus security to supervise students, creating a safe learning environment that is now encountered with COVID- 19. In process of hiring additional campus security. Campus security supports the school environment to deal with the complexities of the movement of students, gathering, and emotional needs. Schools sites will be supported with additional equipment, uniforms, and supplemental support as needed.

#### C) School Nutrition

Maintain Food Services Department materials and supplies:

Materials needed to provide meals during school closures and in-person safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, personal protective equipment, and other related resources. There was feedback from the District PAC regarding the food allergies of students. The Director of Food Services has provided guidance for students with food allergies.

#### 2) Impact of Lost Instructional Time

##### A) Core Academic Support

Comprehensive school sites will provide full-time equivalent teachers to provide instruction strategically to students of most need (identified by district metrics) in the core academic areas of support and intervention. The identified educational need of the school is based on the impact of the learning loss of students in a particular content area using evidence-based data. Support addressing student learning loss includes professional development/learning and instructional support staff to include afterschool programs. The implementation of services depends on the extent that facilities and staff are available, targeting a reduction of 25% to 33% class size for desired outcomes.

##### B) Physical Education Support

Physical education plays an essential role in our student's well-being. The structuring of the physical education curriculum in the District to include resistance training and other forms of physical activities promoting the social-emotional well-being of students is a priority. Educational presentations provide students with consistent nutrition, exercise, and mindset, leading to better mental and physical health. Researchers have found multiple studies on resistance training and anxiety that lifting weights reduced anxiety symptoms in both healthy participants and those with a physical or mental illness. Resistance training has also been shown to increase the size of some areas of the brain. And this change in brain structure was tied to improved mental function paralleled to mindfulness (Finn, 2018). The District Physical Department Chairs have met and have begun ordering equipment and materials.

##### C) Visual Arts / Performing Arts Support

The District's Visual Arts/ Performing Arts program provides opportunities for all students to engage in one form or another. The diversity of our student population provides a wealth of talent that brings our community together. Community base productions support theatrical, art, musical, and video students the experience to perform for the community while supporting their social-emotional well-being. Outcomes will be measured through social-emotional surveys and provide the necessary knowledge, skills, and opportunities for students, staff, and families to engage in arts education and in the artistic processes referenced in the California Arts Standards.

##### D) Counselor-Parent/Guardian Support

Additional counselors with alternative work schedules to serve the needs of parents/guardians. The counselors will provide services to parents/guardians and students to promote college and career readiness, guidance on interventions, communications/collaboration, attendance, school engagement, and mental health services. These services are targeted to increase parent/guardian engagement and connectedness to student academic success.

##### E) English Learner Support

English Learner support for supplemental instructional materials and educational technology supporting the efforts to reclassify/re-designate and growth of ELPAC proficiency. English Learner summer school enrichment programs are to provide post-secondary experiences, STEM-related field trips, administrative pragmatic support, and English Learner family support.

### 3) Use of Remaining Funds

#### A) Parent Engagement Support

The District parent/guardian engagement includes training, meetings, targeted social-emotional, and academic support for family education workshops. This includes engagement conferences that inform parents/guardians of strategies supporting student success.

#### B) Student Homeless Support

Additional Homeless Liaisons and resource materials to increase case management, direct academic and social-emotional support for students who are experiencing homelessness. The additional Homeless Liaisons will increase students' connection to the school, District, and community resources in order to overcome the challenges caused by homeless circumstances.

#### C) Technology Support

Technology is needed to support students with updated instructional platforms, student use/access. Schools sites need the replacement of computer labs used to provide one-to-one instructional assistance in the area of reading, credit recovery, career exploration, financial aid, and academic support.

#### D) Mental Health and Social/Emotional Support

The District's school-based mental health program is comprised of comprehensive services that include counseling services, in-therapy, and outside therapy services. Increased access to mental health services and support in schools is vital to improving our students' physical and psychological safety, academic performance, and problem-solving skills. Staffing for certificated and classifieds is to continue with the use of ESSER III funds and other related needs.

The District's ESSER III Expenditure Plan was approved in October of 2021, and we have had less than three months to implement the ESSER III Expenditure Plan. The District is in the early stages of the ESSER III Plan and plans to begin in the Spring of 2022. The District has through September 2024 to expend ESSER III funds, which has full intentions of expending all funds.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

The Santa Maria Joint Union High School District's local and federal funds for the 2021-22 school year totaled \$25,987,274.00. This total included \$13,276,134.00 in federal relief funds from the federal American Rescue Plan Act of 2021 and the federal Elementary and Secondary School Emergency Relief (ESSER III) expenditure plan. The ESSER III (adopted 10/28/2021) and the Safe Return to In-Person Instruction and Continuity of Services Plan have aligned and enhanced the goals and actions as well as supported and supplemented the offerings in the LCAP in the following ways:

### ESSER III

Student Well-being Support Services - the Safe Return to In-Person Instruction and Continuity of Services Plan aligns to the ESSER III through a health education curriculum that prevents and mediates the spread of COVID-19 and LCAP Goal 1 with a standards-aligned

curriculum. The Student Well-being Support Services aligns with the District LCAP Goal 2 to support healthy relationships and a culturally relevant curriculum.

Health, Safety, and Security Support - the Safe Return to In-Person Instruction and Continuity of Services Plan aligns with the ESSER III with the COVID 19 protocols, including the services from LCAP Goal 6, providing a safe, secure, and healthy environment for all students.

School Nutrition Support - the Safe Return to In-Person Instruction and Continuity of Services Plan aligns with the ESSER III. It aligns with LCAP Goal 6 for safe in-person instruction while improving student attendance and engagement.

Core Academic Support, Physical Education Support, and Visual Arts/Performing Arts Support - the Safe Return to In-Person Instruction and Continuity of Services Plan aligns with the ESSER III with the guidance on student expectations and addressing the impact of the learning needs of students. The plans mentioned above align with the District LCAP Goal 1 with the services providing support for standards-based instruction, particularly with our unduplicated students.

Counselor - Parent/Guardian Support - the Safe Return to In-Person Instruction and Continuity of Services Plan aligns with the ESSER III plan in servicing student needs and preparation toward college and career readiness. Both of the plans mentioned above align with the District LCAP Goal 4 with college and career services and academic support.

English Learner Support - the Safe Return to In-Person Instruction and Continuity of Services Plan aligns with the ESSER III plan and the District LCAP Goal 7 with ELD/designated support, access to supplemental materials, and programs for English learners.

Parent Engagement Support - the Safe Return to In-Person Instruction and Continuity of Services Plan aligns with the ESSER III plan and the District LCAP Goal 2, providing the guidance and support to engage with support systems toward academic success and social-emotional support.

Student Homeless Support - the Safe Return to In-Person Instruction and Continuity of Services Plan aligns with the ESSER III plan and the District LCAP Goal 4 homeless liaison services and resources to increase student connection and overcome the challenges of homelessness.

Technology Support - the Safe Return to In-Person Instruction and Continuity of Services Plan aligns with the ESSER III plan and the District LCAP Goal 5 supporting student use and access to instructional platforms improving student and District academic outcomes.

Mental Health and Social-Emotional Support Services - the Safe Return to In-Person Instruction and Continuity of Services Plan align with the ESSER III plan and the District LCAP Goal 4 toward improving our students' physical and psychological safety, academic performance, and problem-solving skills.



# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021





# 2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Maria Joint Union High School District	Steve Molina LCFF Coordinator	smolina@smjuhsd.org 805.922.4573 ext 4214

## Goal 1

**Promote all students' achievement, particularly for low-income, foster youth, English learner students, and students with disabilities, emphasizing standards-based instruction and targeted support to meet the desired outcomes by 2024. (Broad Goal)**

### Rationale

The goal is to support the District's standards-based instructional program to meet the needs of our low-income, foster youth, English learners, and students with unique needs. This goal's metrics specifically target Smarter Balance Assessment Consortium (SBAC) outcomes for English and math. It identifies the needs of the subgroups of students with disabilities, English learners, foster youth, and low-income students. The proficiency rates for these subgroups were a concern to our stakeholders which there was a common understanding to address and improve student outcomes. The SBAC baseline/proficiency set for English language arts are as follows for the particular subgroups: students with disabilities - 4.76%, English learners - 6.69%, foster youth - 20%, and low-income - 46.36%. The SBAC baseline/proficiency set for math are as follows for the particular subgroups: students with disabilities - .94%, English learners - 1.76%, foster youth - .88%, and low-income - 19.76%. The desired outcomes to be met from the metrics are supported through the actions that will sustain the progress from this goal. There is a need to continue the support for teachers to have a sustained professional learning plan that addresses the pedagogy of standards-based instruction that emphasizes California Common Core State Standards. Supporting this goal, the District has provided actions that implement the co-teaching and intervention support courses that contribute to the outcomes of the metrics. A new action in this goal is ethnic gender studies courses that provide a lens of strategic instruction and epistemology (truth, belief, and justification). The combined actions of providing supplemental materials, progress monitoring, reading comprehension, academic writing, and curricular interventions for students with disabilities contribute to the outcomes from the metrics.

### Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	SBAC ELA	49.72%	N/A	65%

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	SBAC Math	22.33%	N/A	38%
4	SBAC ELA - Students with Disabilities	4.76%	N/A	20%
4	SBAC Math – Students with Disabilities	.94%	N/A	20%
4	SBAC ELA – English Learners	6.69%	N/A	25%
4	SBAC MATH – English Learners	1.76%	N/A	20%
4	SBAC ELA- Foster Youth	20%	N/A	35%
4	SBAC Math- Foster Youth	.88%	N/A	15%
4	SBAC ELA- Low Income	46.36%	N/A	65%
4	SBAC Math- Low Income	19.76%	N/A	35%
1	Teachers appropriately assigned and fully credentialed	100%	1.75% (8/456) of miss-assigned teachers	100%
7	Access to instructional materials	All Students	N/A	All Students
1	Facilities are maintained	No Deficiencies	Overall facility rate - Good	No Deficiencies
4	EAP Exceeding Standards ELA	17.52%	N/A	32%
4	EAP Conditionally Ready ELA	32.20%	N/A	47%
4	EAP Exceeding Standards Math	7.13%	N/A	22%
4	EAP Conditionally Ready Math	15.20%	N/A	30%
4	Percent of pupils who pass the AP exam (3+)	74.6%	N/A	
2	Local Indicators Implementation of state standards	ELA- Full Implementation and Sustainability ELD- Full Implementation Math- Initial Implementation NGSS- Initial Implementation	N/A	Full implementation and sustainability in all academic state standards.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		Social Science- Beginning Development		

### Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.1	<b>1.1 Common Core Support Services</b> District provides Common Core State Standards (CCSS) professional learning opportunities to teachers in order to align and implement curriculum that results in academic growth and college/career readiness for all students. District Directors and site administrators assist in the coordination of professional development and monitor implementation.	Yearlong	Yes	LCFF \$34,422.18	LCFF \$137,000 Other State \$172,350	\$343,772.18	Math, NGSS, Social Studies, Spanish professional development, and District-wide collaboration.  Estimated actuals: \$239,208.46
1.2	<b>1.2 Supplemental Resources</b> Supplemental CCSS resources and materials are provided to teachers to support the standards-aligned curriculum for strategic learning methods, lesson planning, and content unit development, improving student academic growth. District Directors and site administrators will follow through on implementation with department collaboration, District	Yearlong	Yes	LCFF \$3,000	LCFF \$42,400	\$45,400.00	Supplemental resources and materials continue to be provided to support unduplicated students.  Estimated actuals: \$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	leadership collaboration, and site PLC dialogue.								
<b>1.3</b>	<p><b>1.3 Ethnic and Gender Studies</b> The District's Ethnic and Gender Studies program provides students with views of concepts, events, issues, and problems from different ethnic perspectives and perspectives (Banks, 2006). The effectiveness of this action will provide teachers the professional development collaboration through a partnership with high education institutions and the informed practices of culturally responsive teaching and learning. Student academic growth progress is a shared responsibility among District Directors, site administrators, and teachers.</p>	Yearlong	Yes	LCFF	\$28,361.26	LCFF	\$57,000	\$85,361.26	<p>Teachers are developing courses. Professional development in collaboration with SLO Cal Poly.</p> <p>Estimated actuals: \$3,356.46</p>
<b>1.4</b>	<p><b>1.4 Assessment Management System</b> The District's assessment management system is used by teachers to inform instruction to support students' academic growth using common formative assessments (CFA), benchmark assessments, and practice Smarter Balanced Assessment Consortium (SBAC)</p>	Yearlong	Yes			LCFF	\$70,000	\$70,000.00	<p>Educational partners decision to cancel Mastery Connect and instead use Formative and Canvas outcomes to track competency and mastery in courses.</p> <p>Estimated actuals: \$106,013.97</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	assessments. In particular, in supporting the needs of unduplicated students, the coordination of data collection will be disseminated through District Directors, site administration, and teachers through collaborative dialogue.						
1.5	<p><b>1.5 Intervention and Support</b> Additional support courses are to assist students in English and math, promoting success and academic growth. Co-teaching with special education teachers serves special education students' needs in core content courses, promoting success and academic development. The co-teaching model provides an opportunity for general and special education teachers to collaborate in creating lessons and strategic assessments to reflect students' learning progress. Included in this action are core content coaches' support in teacher instruction, student learning, and collegiality. Teachers, site administrators, and District Directors are to collaborate their efforts toward positive student outcomes.</p>	Yearlong	Yes	LCFF	\$2,589,086.59	\$2,589,086.59	<p>In response to the districts notification of noncompliance in Least Restrictive Environment (LRE) based on the Annual Performance Report, the district piloted Co-teaching as an educational environment option for students with disabilities to receive instruction with general education students, served inside the regular education class 80 percent or more of the day. The desired outcome was an increase in the percentage of students serviced in regular education classes. School year reports: 18/19 sy LRE rate: 28.43 % in gen ed = target 51.2%; 19/20 LRE rate 33.75 % in gen ed = target rate 51.5; and 20/21 LRE rate: 33.76% in gen ed</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report																								
							<p>= target 52.2. Data indicate an increase in percentage of students enrolled in general education classes, however, during the 20/21 year of virtual learning, the district enrollment increased less than a percentage point.</p> <p>The performance measures new targets with an increase each year:</p> <table data-bbox="1766 586 2053 824"> <tr> <td>School Year:</td> <td>2020</td> <td></td> </tr> <tr> <td>2021</td> <td>2022</td> <td></td> </tr> <tr> <td>2023</td> <td>2024</td> <td></td> </tr> <tr> <td>2025</td> <td></td> <td></td> </tr> <tr> <td>Target</td> <td></td> <td>58%</td> </tr> <tr> <td>60%</td> <td>62%</td> <td></td> </tr> <tr> <td>64%</td> <td>67%</td> <td></td> </tr> <tr> <td>70%</td> <td></td> <td></td> </tr> </table> <p>The district will continue its efforts to increase LRE through Co-teaching but must develop operational guidelines and administrative regulations for the district, and include in the new special education plan due June 2022. In addition, conduct a LRE self - assessment to further examine our practices to create improved educational options for students with disabilities.</p> <p>Core department TOSA provides</p>	School Year:	2020		2021	2022		2023	2024		2025			Target		58%	60%	62%		64%	67%		70%		
School Year:	2020																														
2021	2022																														
2023	2024																														
2025																															
Target		58%																													
60%	62%																														
64%	67%																														
70%																															

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses		Total Funds	Mid-Year Report
								<p>assessment data to promote data-driven instructional decisions.</p> <p>Math and ELA support courses to provide intervention for at-risk students.</p> <p>Estimated actuals: \$2,448,28419</p>
1.6	<p><b>1.6 Progress Monitoring and Student Placement</b> The District's progress monitoring and student placement protocols inform teachers, site administration, and District Directors of student academic growth. The data collected is provided by site teachers on special assignments to English and math teachers to inform their instruction addressing specific learning gaps. Assessments will be given to all 9th, 10th, and 11th-grade students at a frequency of three times a year and more frequently for students identified as needed.</p>	Yearlong	Yes		LCFF	\$85,000	\$85,000.00	<p>Students have taken the second common progress monitoring assessment using Renaissance Learning, which provides data to drive class, site, and District level instructional decisions.</p> <p>Estimated actuals: \$84,797.00</p>
1.7	<p><b>1.7 Intense Literacy Intervention Support</b> The intense literacy intervention is designed to support students with special needs. The intervention provides a learning environment for</p>	Yearlong	Yes		LCFF	\$10,000	\$10,000.00	<p>Purchased Flex Literacy Online program for our special education students.</p> <p>Estimated actuals: \$27,392.22</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	student academic growth in reading and writing skills to improve proficiency. The program offers computer-adaptive learning strategies, teacher-led instruction, planning tools, and individual targeted instruction. District Directors, site administrators, and teachers will collaborate on progress monitoring data to inform student success and update students' stakeholders with IEPs.						
1.8	<b>1.8 Reading Comprehension Support</b> The District will provide an intervention program that uses technology to provide individualized scaffold silent reading practice for students with reading levels at grade 3 and higher. In collaboration with English teachers, District Directors and Site administration will disseminate data to align instructional strategies toward higher levels of reading fluency, comprehension, and academic vocabulary.	Yearlong	Yes		LCFF \$66,000	\$66,000.00	Continue to renew the Reading Plus intervention program used in support and intervention courses.  Estimated actuals: \$62,025.00
1.9	<b>1.9 Academic Writing Support</b> The process of writing is a critical skill all students must acquire. By using a formative writing software	Yearlong	Yes		LCFF \$90,000	\$90,000.00	Teachers continue to use Turnitin internet-based plagiarism detection service to promote academic



Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses		Total Funds	Mid-Year Report
	<p>program to help engage students in the writing process, support instruction in the classroom, and improve learning outcomes, English teachers will assign frequent writing assignments. Through a collaborative process, District Directors, site administrators, and English teachers analyze student data toward instructional targets and strategies.</p>							<p>integrity in students' written assignments.</p> <p>Estimated actuals: \$89,980.00</p>
1.10	<p><b>1.10 Comprehensive Intervention Curriculum</b> The District will support comprehensive instructional interventions that personalized learning for students with special needs. A comprehensive curriculum, individualized guidance, and real-time analytics meet each learner's unique needs. The intervention program will help track the progress of our students that have IEP's. District Directors, site administration, special education coordinators support special education teachers in analyzing the data to meet and improve special needs students' academic growth.</p>	Yearlong	Yes		LCFF	\$20,000	\$20,000.00	<p>Purchased IXL, used mostly in special education classrooms. IXL uses insights from student work in the curriculum and the real-time diagnostic to generate personalized guidance for each learner.</p> <p>Estimated actuals: \$27,603.61</p>

## Goal 2

**Create a respectful and caring culture that supports positive relationships, promotes school connectedness, and a positive school climate for all stakeholders. (Broad Goal)**

### Rationale

Goal 2 supports the progress related to the metrics of school climate, school belonging, and school engagement. The District's implementation of restorative approaches and cultural proficiency directly relates to the outcomes of the metrics, as teachers are trained in the practice of addressing the needs of students fostering a sense of social responsibility, the capacity of relationships through an inside-out approach. The POR VIDA program will provide wraparound services that include parent/guardian engagement to support high-needs students further. The participation of students in extracurricular athletic programs and student activities contributes to a climate of belonging and connectedness. The engagement of District parent/guardian programs plays an essential role in the relationships all stakeholders have with students. The culmination of all these actions is collected three times a year through surveys. Through a collaborative process, the data will be shared with stakeholders to address and strategize on growth areas before the next administration.

### Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
6	Student School Climate	48%	38%	63%
6	Student School Belonging	54%	26%	69%
6	Student School Engagement	24%	20%	54%
6	Family School Climate	17%	45%	47%
6	Family Engagement	15%	23%	45%
6	Staff School Climate	44%	50%	65%
6	Staff School Engagement	37%	N/A	58%

### Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	<b>2.1 Restorative Justice Planning</b> The District's implementation of restorative approaches provides the philosophy for making, maintaining, and repairing relationships and	Yearlong	Yes	LCFF \$6,636.01	Federal \$24,000.00	\$30,636.01	Delta had their first professional development with Trainer on January 14, 2022. Delta will schedule RA learning session for the rest of the spring semester.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>fostering a sense of social responsibility and shared accountability. Restorative Approaches (RA) is a philosophical approach and can be implemented when dealing with a wide range of conflicts, from classroom disruption to teacher/student conflict and student/student conflict. RA supplements traditional discipline structures and practices such as suspension, expulsion, and referral to law enforcement. Through a collaborative process, District Directors and site administration create a cohort process to train every employee in RA that will lead to improved results in school climate surveys.</p>						<p>Principals to inform District if sites would be interested in RA learning possibly during Monday PLCs.</p> <p>Estimated actuals: \$642.96</p>
2.2	<p><b>2.2 Parent Engagement Programs</b> Parent engagement plays a critical role in student learning outcomes. Parents engagement programs offered in the District provide parents with the experience of advocating for all students through a learning partnership engaging parents in their student's education and a voice of parent leadership. Parents' leadership supports and builds trust as a community, reflected through parent surveys</p>	Yearlong	Yes	LCFF \$36,077.14	LCFF \$65,100	\$101,177.14	<p>Parent Engagement plays a critical role in our District LCAP. The District Parent Advisory Committee is a key educational partner in providing input and feedback to new plans and continued engagement with the LCAP process. We have our Mixteco Parent Advisory Committee assisting parents with educational needs of students.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	accountable and shared with all stakeholders.						PIQE started this spring semester. Parent Square training. Partnership with CAPSLO has expanded to parents learning about healthy relationships with teens and health. Parents on a Mission will start in February. Events to take place in the Spring: Phonics Literacy Night, Social Emotional Learning, Health Fair.  Estimated actuals: \$117,962.53
2.3	<b>2.3 School Climate Surveys</b> School surveys play a critical role in academic growth and social-emotional support for all students. Surveys are administered to students, staff, and parents/guardians to provide data for all stakeholders to review and analyze for the betterment of school culture.	Yearlong	Yes		LCFF \$42,500	\$42,500.00	School Climate in our LCAP metric has a baseline of 48% which the fall 2021 survey results reported 38%. School Belonging in our LCAP metric has a baseline of 54% which the fall 2021 survey results reported 26%. School Engagement in our LCAP metric has a baseline of 24% which the fall 2021 survey results reported 20%. Family School Climate in our LCAP metric has a baseline of 17% which the fall 2021 survey results reported 45%. School Climate in our LCAP metric has a

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							<p>baseline of 15% which the fall 2021 survey results reported 23%.</p> <p>Plan to have school psychologist, counselors, Site Administrators, and teachers to have Panorama Education provide training using the current Fall of 2021 results. Outcome of the training is to share with all staff strategies that can be implemented to inform the outcome of the Spring of 2022 survey.</p> <p>The training is aligned to the District's compliance with the findings from the State for over identifying students with autism. There will be an audit inquiry session that will take place soon with the group mentioned above.</p> <p>Estimated actuals: \$48,371.00</p>
2.4	<b>2.4 Cultural Proficiency</b> Cultural Proficiency is an inside-out approach that influences how people relate to their colleagues, clients, and community. Cultural Proficiency is a lens for examining one's work and one's	Yearlong	Yes	LCFF \$7,032.75	LCFF \$48,100	\$55,132.75	Student sponsored cultural events: Dia de los Muertos, Posada Celebration, Latino Unidos Student Conference. Support for Black Student Union attending State and local conferences.

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	relationships. The District's goal is to establish cohorts and eventually to have all employees trained.						Working on plan for professional development.  Estimated actuals: \$16,235.57
2.5	<b>2.5 Student/Parent/Guardian Engagement - Por Vida</b> Student and parent/guardian engagement through the POR VIDA program is a culturally competent approach towards identifying families and youth that need, requesting, helping to address behaviors that could result in suspension and expulsion from school, failing academically, and dropping out of school that may lead to or have led to the juvenile justice system. Program case managers will support participating families and students with wraparound services and support. Program case managers report on student academic progress, social-emotional stability, and college career readiness with District Directors, site administration, and counselors.	Yearlong	Yes		LCFF \$350,000	\$350,000.00	For the Fall of 2021 there were 75 students who participated in the program with a waitlist of 17 students. Primarily at PVHS. Attendance – 72% of POR VIDA students improve their attendance GPA – 69% of POR VIDA Students improve their GPA Fall 2021 Credits Completed: 76% success rate POR VIDA has also assisted students with employment interview and job seeking, developing hobbies, building capacity for deeper emotional connection. Parent engagement with Cara y Corazon and for the Spring of 2022 starting a Mixteco parent engagement of Cara y Corazon.  Estimated actuals: \$348,002.24
2.6	<b>2.6 Extracurricular Athletic Program Support</b>	Yearlong	Yes	LCFF \$18,098	LCFF \$881,902	\$900,000.00	Overall, there have been more students

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses		Total Funds	Mid-Year Report
	<p>The District extracurricular athletic program is founded on the principle that athletics are an extension of the classroom. The athletic experience contributes to the growth of the mind and body. Athletic Directors play a crucial role in each athletic sport, while coaches create positive relationships with students to experience high school sports. Engaging Students who participate in extracurricular athletic programs contribute to the overall student connectedness, school climate, and school engagement. The District will collect student data measured through school-wide surveys three times a year. Through a collaborative process, District Directors, site administration, athletic directors, and coaches will analyze student academic, college/career, and social-emotional data toward improving all students' services.</p>							<p>participating in District Athletic programs over the past two years. District Athletic programs have been well represented in CIF events. Athletic Directors continue to COVID test every athlete on Mondays. Because of the District Return to Play Plan it has provided the guidance for a safe environment for student to participate in athletic programs.</p> <p>Estimated actuals: \$647,487.99</p>
2.7	<p><b>2.7 Student Activities</b> The District's Activities Directors play an essential role in promoting the attitude and belief that a well-balanced student co-curricular program is an integral part of a well-rounded education for all</p>	Yearlong	Yes		LCFF	\$101,000	\$101,000.00	<p>Leadership Camps /Conference Cost. Such as California Association of Student Leaders(ASB Students) and Leadership Development Days (CLUBS)</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>students, particularly English learners, foster youth low-income students. Activity Directors provide their student members with the leadership skills necessary to develop, implement and evaluate co-curricular programs on their campuses. Activity Directors also intend to assist in developing leaders with integrity and ethical decision-making skills to be active participants in their community. The development of school leaders provides a school culture to engage students, particularly English learners, foster youth, and low-income students, through school-wide activities, club participation, school spirit, and student service, which the District will collect the student data measured through school-wide surveys three times a year. Through a collaborative process, District Directors, site administration, and Activity Directors will analyze student academic, college/career, and social-emotional data toward improving all students' services.</p>						<p>ASB Leadership conferences through California Association of Directors of Activities Guest speakers Support for Link Crew Activities, club supplies. Community Service Activities, cultural events and holiday events.</p> <p>Estimated actuals: \$42,037.27</p>
2.8	<b>District Wide Parent Engagement Coordinator</b>	Yearlong	Yes	Other State \$96,655		\$96,655.00	Coordinated a variety of parent engagement activities.



Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>The Parent Engagement Coordinator will collaborate with parents/guardians, school administration, and district staff to develop and implement a district-wide parent/guardian engagement program that provides opportunities to help parents to participate more effectively in improving their student's learning and to build partnerships that will strengthen positive relations and trust within the school, home, and community in particular for English learners, foster youth, homeless, and low-income students. The District will collect student and parent/guardian data measured through school-wide surveys three times a year. Through a collaborative process, District Directors, site administration, and counselors will analyze student academic, college/career, and social-emotional data toward improving all students' services.</p>						<p>Parents attending activities are providing feedback on needs. Coordinating with outside agencies to present and participate in District parent conference.</p> <p>Estimated actuals: \$96,655.00</p>

### Goal 3

**Promote Career Technical Education (CTE) Pathway engagement, access, and equity for all students, particularly low-income, English learners, and foster youth students, assuring the opportunity to demonstrate competencies articulated in industry standards as completers of a pathway. (Broad Goal)**

## Rationale

The District's career technical education (CTE) program is opening its new center for the first time in fall 2021. The District has allocated funding for specifically trained staff that support the pathways at the District's CTE center. The CTE pathways throughout the District will be focused on supporting and guiding students completing industry certification and the participation of career technical student organizations. The District's CTE will continue to provide professional learning and keeping up with the updated equipment that is of the industry standards. School sites are focused on providing access to CTE programs and especially informing our English learners, foster youth, students with disabilities, and low-income students.

## Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	CTE Pathway Completion	35.4%	N/A	51%
4	CTE Pathway Completion – English Learners	20.8%	N/A	51%
4	CTE Pathway Completion – Students with Disabilities	25%	N/A	51%
4	CTE Pathway Completion – Foster Youth	0%	N/A	25.1%
4	CTE Pathway Completion – Low Income	36.8%	N/A	51%

## Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.1	<b>3.1 Career Technical Education Certifications</b> The District's Career Technical Education (CTE) program allows students to learn specific career skills to complete their industry certification and participate in career technical student organizations (CTSO) to further their career pathway involvement.	Yearlong	Yes		LCFF \$100,000	\$100,000.00	The SMJUHS Faculty Association and the District bargained to add Career Technical Service Organization (CTSO) stipends, and they were Board approved on 10/12/21. This helps bring us in line with various CTE requirements. The new stipends are: <ul style="list-style-type: none"> <li>FBLA/DEC A Advisors (added)</li> </ul>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							DECA and made FBLA plural) <ul style="list-style-type: none"> <li>• FCCLA- Family, Career and Community Leaders of America</li> <li>• HOSA- Health Occupations Students of America</li> <li>• Skills USA</li> <li>• TSA- Technology Student Association</li> </ul> Estimated actuals: \$250.00
3.2	<b>3.2 Staffing support for CTE</b> Supporting the District's Career Technical Education (CTE) program's ongoing growth, staffing provided to meet students' needs enrolled in each pathway. Through a collaborative process District Directors, site administration, and CTE teachers analyze student data to increase CTE completers.	Yearlong	Yes	LCFF \$739,642.75	LCFF \$150,000	\$889,642.75	The district continues to fund CTE pathways with an impressive assortment of pathways and offerings. The district opened a CTE center to house pathways that are difficult to offer at sites due to staffing, startup costs, etc. The Mark Richardson CTE Center & Agricultural Farm currently offers machining and construction programs and plans to add Diesel, Culinary and an AG Farm position next year.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							Estimated actuals: \$744,710.16
3.3	<b>3.3 CTE Pathway Equipment Support</b> The District's Career Technical Education (CTE) program will provide industry-standard equipment for students to stay current with their career skillset. Equipment is to be maintained and evaluated yearly for student safety. Through a collaborative process District Directors, site administration, and CTE teachers analyze student data to increase CTE completers.	Yearlong	Yes		LCFF \$600,000	\$600,000.00	The district has opened its brand new, state of the art CTE Facility the Mark Richardson CTE Center & Agricultural Farm through a combination of bond funds, CTEFP grants and general fund. SMHS AG and IT shops are being upgraded starting this year via CTEFP grants and district funds. ERHS AG shops are being updated through a combination of CTEFP grants and district funds.  Estimated actuals: \$684,947.02
3.4	<b>3.4 SMJUHSD/SBCEO ROP Partnership</b> The District's Regional Occupational Programs (ROP) is an integral part of the District's educational system. ROP provides our students with valuable career and technical education so students can (1) enter the workforce with skills and competencies to be successful, (2) pursue advanced training in postsecondary educational institutions, or (3) upgrade existing skills and	Yearlong	Yes	LCFF \$325,092.62		\$325,092.62	The district works closely with the SBCEO to offer CTE recognition monthly through the Chamber of Commerce. The District is working with SBCEO and SBCEO non-profit partner "Partners in Education" to develop sustainable internships via local business partners and a collaboration between SBCEO and local Rotary groups is

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	knowledge. Through a collaborative process District Directors, site administrators, and ROP teachers analyze student data to increase CTE completers.						attempting to develop internships as well.  Estimated actuals: \$278,023.87
3.5	<b>3.5 CTE Professional Development</b> Professional development is designed explicitly for CTE instructors and related staff. Training will focus on the promotion of CTE instructional strategies and compliance certification of staff. Professional development provides staff with current industry standards, which improves student knowledge of their career pathway. Analysis of measured student CTE completion and academic growth reviewed with District Directors, site administration, and CTE staff.	Yearlong	Yes		LCFF \$15,000	\$15,000.00	All district CTE teachers are offered yearly PD. A significant portion of department and LCAP budget serves this function. Teachers are requested to report their PD via the District's CTE PD Form.  Estimated actuals: \$7,750.08
3.6							

## Goal 4

**Continue to provide college and career services and academic support to all students, particularly low-income students, English learners, and foster youth in a college-going environment. (Broad Goal)**

## Rationale

The actions of goal four will progress the growth of our students, particularly for low-come, English learners, foster youth, and students with disabilities. The District's counseling program is progressing through the support of its professional learning plan in developing its multi-tier system of support. The progress of the District's school-based mental health program is in its developmental stage while addressing the needs of our students. The counseling program is expanding from 23 counselors to 28. The school-based mental health program is expanding from 4 therapists to 8 for the academic year 2021-22, and the support of our crisis intervention specialist coordinated services. In support of first-generation college-going students, the AVID program provides an exceptional experience to our students as schools implement AVID strategies school-wide. The arts are essential action engaging our students to thrive in their academics. The goal's coordinated services that include higher education partnership addressing college readiness, college career readiness platform, credit recovery, 24/7 tutoring support, interpretation/translation support, foster youth, and homeless support all contribute to the aligned actionable outcomes of the college/career indicator.

## Expected Annual Measurable Objectives for Goal 4

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	College/Career Indicator- All	38%	N/A	51%
4	College/Career Indicator– English Learners	11.8%	N/A	35%
4	College/Career Indicator– Students with Disabilities	4.3%	N/A	25.1%
4	College/Career Indicator – Foster Youth	10%	N/A	25.1%
4	College/Career Indicator- Low Income	35.8%	N/A	51%
4	Percent of students A-G and CTE Ready	37%	N/A	51%
7	Local indicators % of students have access and are enrolled in a broad course of study	100% of students have access and are enrolled in a broad course of study	N/A	100% of students have access and are enrolled in a broad course of study

## Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.1	<b>4.1 Districtwide Counseling Service</b> The District's school-based counselors, psychologists, and mental health program is comprised of	Yearlong	Yes	LCFF \$3,208,931.40	LCFF \$115,000	\$3,323,931.40	Counselors continue working with Hatching Results in developing curriculum and a Tier 2 site-level action plan. MFTs meet with Tier 3

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>comprehensive services. High school counselors provide equitable and appropriate services by addressing students' academic, career, and social/emotional developmental needs in addition to balancing delivery methods, recognizing students learn in multiple ways. Increased access to mental health services and supports in schools is vital to improving our students' physical and psychological safety and schools and academic performance and problem-solving skills. School mental health services encompass social-emotional learning, mental wellness, resilience, and positive connections between students and adults are essential to creating a school culture where students feel safe and empowered to report safety concerns, which is proven to be among the most effective school safety strategies. This goal set the student foundation of social-emotional well-being toward the academic engaged mindset contributing to college/career success. Through a collaborative process, District Directors, site administration, counselors, psychologists, and therapists will analyze</p>						<p>students. Intervention counselors work with creating academic plans with students who are credit deficient.</p> <p>Estimated actuals: \$3,620,382.08</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	student academic, career, and social-emotional data toward improving all students' services.								
<b>4.2</b>	<p><b>4.2 Advancement Via Individual Determination (AVID) Sections</b></p> <p>The District's Advancement Via Individual Determination (AVID) program is a college-readiness system that prepares students in 9th through 12th grade for college eligibility and success. AVID is for all students but targets those who are in the academic middle and have historically been under-served. It supports students and educators as they increase school-wide/district-wide learning and performance. Through a collaborative process, District Directors, site administration, counselors, and teachers will analyze student academic, college/career, and social-emotional data toward improving all students' services.</p>	Yearlong	Yes	LCFF	\$946,659.40	LCFF	\$284,716	\$1,231,375.40	<p>Currently, all AVID seniors are on track as college and career ready, and all have completed their FAFSA application. College and university trips have taken place this Fall and will continue in the Spring.</p> <p>Estimated actuals: \$1,109,553.01</p>
<b>4.3</b>	<p><b>4.3 Paraeducator and Instructional Aid Training and Resources</b></p> <p>The District's paraeducators and instructional aids play an essential role in supporting</p>	Yearlong	Yes			LCFF	\$23,000	\$23,000.00	The focus of professional development for this academic year has been on autism. Evidence-based practices to support



Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>the social-emotional well-being and academic growth of all students, particularly English learners, foster youth, and low-income students. In sustaining our students' progress, it is important to provide professional development supporting a student-centered culture, creating a safe environment for all stakeholders. Professional Development provided to paraeducators and instructional aides targeted to improve student outcomes for English learners, foster youth, and low-income students. Through a collaborative process, District Directors and site administration will analyze student academic, college/career, and social-emotional data toward improving all students' services.</p>						<p>behaviors and instructional strategies are part of the training provided to certificated and classified employees.</p> <p>Estimated actuals: \$1,870.16</p>
4.4	<p><b>4.4 Crisis Intervention Staff</b> Crisis Intervention Staff support students through coordinated services with school counselors, school psychologists, and school therapists. Crisis Intervention staff offer an ideal context for prevention, intervention, positive development, and regular communication between school and families. Through a</p>	Yearlong	Yes	LCFF	\$280,381.84	\$280,381.84	<p>Each school site has one Crisis Intervention Specialist to provide both preventive and intervention services to students.</p> <p>Estimated actuals: \$318,086.62</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses		Total Funds	Mid-Year Report
	collaborative process, District Directors, site administration, Crisis Intervention staff, counselors, psychologists, and therapists will analyze student academic, career, and social-emotional data toward improving all students' services.							
4.5	<p><b>4.5 Early Academic Outreach Program (EAOP) Services</b></p> <p>The District's partnership with the University of California, Santa Barbara (UCSB), increases the percentage of our students who are historically underrepresented in higher education. Each of the comprehensive sites will utilize UCSB College Site Coordinators' support to coordinate EAOP cohort services and school-wide college preparation resources throughout the academic year and include summer college readiness events. Through a collaborative process, District Directors and site administration will analyze student academic, college/career, and social-emotional data toward improving all students' services.</p>	Yearlong	Yes		LCFF	\$255,000	<p>\$255,000.00</p> <p>EAOP on-site coordinators provide student services to prepare seniors for college applications season and financial aid application assistance. EAOP Coordinators educate 9th -11th grade students about A-G college expectations of college applications, etc.</p> <p>Estimated actuals: \$258,307.82</p>	

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
4.6	<p><b>4.6 Visual and Performing Arts Program</b></p> <p>The District's Visual and Performing Arts program encourages students to develop and value artistic creations to communicate ideas, thoughts, feelings, and emotions. Students learn to plan, develop, and present artistic products or performances that reflect their creativity through their study of art, music, drama, technology, and dance. Students are also encouraged to try new combinations of tools, resources, techniques, and approaches throughout their studies. Professional development and learning continue to align to Common Core State Standards, supporting all students' academic needs, particularly English learners, low-income, and foster youth. Through a collaborative process, District Directors, site administration, and VPA teachers will analyze student academic, college/career, and social-emotional data toward improving all students' services.</p>	Yearlong	Yes		LCFF \$132,689.64	\$132,689.64	<p>Visual and Performing Arts (VPA) Program has collaborated on a District-wide event for all students to participate in the theater arts, band, and artwork. The event will be open to the public. The VPA program has had a meaningful collaboration on curriculum and the planning of field trips related to the VPA industry.</p> <p>Estimated actuals: \$62,991.41</p>
4.7	<p><b>4.7 Interpretation/Translation Services</b></p> <p>The District will provide resources dedicated to the</p>	Yearlong	Yes	LCFF \$407,163.86		\$407,163.86	District interpretation and translation services play an essential role in engaging our

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	improvement of translation services for parents and guardians. Translation services are to be used to ensure equitable language access for students and families—one full-time interpreter-translator stationed at each comprehensive school site. A professional learning plan for full-time and on-call interpreter-translator continues to support areas of growth. The District will continue to recruit additional indigenous interpreters. Through a collaborative process, District Directors and site administration will analyze student academic, college/career, and social-emotional data toward improving all students' services.						parents/guardians. They provide interpretation for special education, 504, student study teams, ELAC, DELAC, migrant, parent engagement training, and parent advisory meetings. Translation services provide the District with critical communication in Spanish and Mixteco for IEPs, plans, and ParentSquare communication.  Estimated actuals: \$422,633.66		
4.8	<b>4.8 College Career Readiness Support</b> The District's College and Career Readiness program focus on developing the knowledge and skills to keep learning beyond secondary school, first in formal settings and then in the workplace through their careers to adapt to unpredictable changes and new economic conditions and opportunities. Through various student modules, activities, and student interest inventories, District	Yearlong	Yes	LCFF	\$6,394.72	LCFF	\$99,701	\$106,095.72	Xello is a college/career software program used in English classes for students to build knowledge and skills necessary to experience success in specific careers/pathways.  Estimated actuals: \$58,568.63

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Directors, site administration, teachers, college career specialists, and counselors will analyze student academic, college/career, and social-emotional data toward improving all students' services						
4.9	<b>4.9 Tutoring Services</b> Supporting student academic needs and progress, the District will provide outside available tutoring services for all students. Tutoring services will be offered online as well as in-person college tutors on campus. Through a collaborative process, District Directors, site administration, and teachers will analyze student academic, college/career, and social-emotional data toward improving all students' services.	Yearlong	Yes		Other State \$300,000	\$300,000.00	Tutor.com provides 24/7 1:1 tutoring services to all SMJUHS students.  Estimated actuals: \$300,000.00
4.10	<b>4.10 Foster Youth Liaison Services</b> A Program Specialist at all 4 sites will be contracted through Fighting Back Santa Maria Valley (FBSMV) will provide liaison services for Foster Youth students. FBSMV will design and implement the Foundations for Success program to	Yearlong	Yes		LCFF \$300,000	\$300,000.00	Foster youth liaison services provide students with a support toward academic progress and completion of their college and career readiness through tutoring services and academic counseling. They have participated in best interest

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	improve educational outcomes for foster students focused in the area improving the percentage rate for the CCI and graduation. FBSMV will coordinate with CWS to quickly identify all students in the Foundations For Success service area. The Program Specialist will monitor progress and make adjustments to the Academic Service Plan as needed. The District will use the software program Foster Focus provided by the County to track Foster youth students.						determination meetings, child family team meetings, and county transitional youth meetings.  Estimated actuals: \$300,000.00
4.11	<b>4.11 Foster Youth Training and Support Programs</b> The District will provide Foster Youth training and support programs for staff. Counselors and support staff will work with Fighting Back Santa Maria Valley, Allan Hancock College and the Santa Barbara County Education Office to collaborate services and attend trainings to better serve our Foster Youth students. Resources identified to facilitate involvement in the Foster Youth Summit and California Youth Connection. Administrators, counselors, teachers, and support staff may attend the California State Foster	Yearlong	Yes	LCFF \$1,328.46	LCFF \$8,700	\$10,028.46	Foster youth training and support have been limited due to the pandemic. Collaboration with Santa Barbara County Transitional Youth to provide a virtual youth summit conference for foster youth is being planned. Partnership with Allan Hancock College for an annual field trip for foster youth is a plan to attend.  Estimated actuals: \$1,377.45

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	Youth Summit with students.						
4.12	<b>4.12 Homeless Liaison Services</b> The liaison will provide service for the students in the district that are homeless or at the risk of becoming homeless. The liaison will work in partnership with the district to develop a plan to provide services for homeless students. Student bus passes will be available as needed.	Yearlong	Yes		Other State \$150,000	\$150,000.00	Homeless liaison services have been impacted this academic year. The District funded two homeless liaisons at the start of the year and now has homeless liaisons at each school. They have provided students with outside resources, academic needs, and services for mental health.  Estimated actuals: \$150,000.00
4.13	<b>4.13 On Track Credit Recovery Software</b> The District will provide a researched based online learning programs designed to drive student achievement for academic and career success. Instructional lab support will be provided for students.	Yearlong	Yes		Other State \$185,000	\$185,000.00	The Edmentum credit recovery online curriculum program provides successful opportunities for academically challenged students to graduate.  Estimated actuals: \$185,000.00

## Goal 5

**Provide technical support to all students and particularly low-income, English learners, and foster youth, to achieve college and career readiness in the 21st century. (Broad Goal)**

### Rationale

The actions in goal five serve a variety of needs for our students. Students have access to all educational technology software and technology platforms. Through the technology provided to students, teacher instructional strategies are focused on reaching student engagement through learning modalities toward academic growth. The continuity of instructional strategies and support are essential to the District's planned professional development. The District's teachers on special assignment who coordinate instructional support for implementing educational software are consistent with follow-up support weekly and the support for students through classroom technology presentations. A key part in supporting student success is the District's learning management system, which provides an organized structure of learning materials, scope, sequence of courses, communication, academic progress, and equitable access to learning. Through the actions provided in this goal, students are kept informed of their ability to navigate technology to meet the expectations of the graduation desired outcomes based on the metric below.

### Expected Annual Measurable Objectives for Goal 5

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
5	Graduation Rate	91.2%	N/A	95%
5	Graduation Rate- English Learners	78.5%	N/A	90.5%
5	Graduation Rate- Students with Disabilities	62.7%	N/A	85%
5	Graduation Rate- Foster Youth	70%	N/A	90.5%
5	Graduation Rate- Low Income	90.5%	N/A	95%

### Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
5.1	<b>5.1 Educational Technology Training and LCAP Support</b> The District's technology programs provide ongoing training and professional learning for various educational software supporting the need to improve all students'	Yearlong	Yes	LCFF \$60,545.46	LCFF \$104,090	\$164,635.46	SMJUHSD currently supports over 30 different teaching, learning, and assessment platforms. Each platform uniquely fits into the educational system through various management efforts.



Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses		Total Funds	Mid-Year Report
	learning gaps and low-income, English learners and foster youth students. The District provides funding for an LCAP Specialist to support district software programs supporting teachers and students with updates and access. Through a collaborative process, District Directors, site administration, and teachers will analyze student academic, college/career, and assessment data toward improving all students' academic progress through education technology programs.							The LCAP Specialist and Student Information System Analysts assist in this management through rostering, platform integration, and platform training.  Estimated actuals: \$53,497.66
5.2	<b>5.2 One to One Devices</b> The District provides One to One devices and cases for incoming 9th graders, new students, new staff, and staff replacement devices. Students having access to a laptop gives them the ability to gain technological skills, access intervention software, college, and career readiness software, assist with academic presentations, navigating a learning management system, and support student learning. Through a collaborative process, District Directors, site administration, and teachers will analyze	Yearlong	Yes		LCFF	\$978,050	\$978,050.00	SMJUHSD currently supplies and supports laptops for over 9,300 students and 700 staff. The student and teacher laptop program provides educational partners the ability to communicate and work both on and off site. The one to one device program is beneficial in many respects, but specifically has improved productivity among students and staff.  Estimated actuals: \$952,112.20

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	student academic, college/career, and assessment data toward improving all students' academic progress through education technology programs.						
5.3	<p><b>5.3 Teachers on Special Assignment (TOSA)</b> The District's site-level TOSA's provide direct support for teachers in the use of tablets and new instructional technologies. The instructional Technology TOSA is responsible for working directly with site instructional staff. She/he will be required to plan, communicate and implement staff training centered on assisting teachers in the use of instructional technology to enhance classroom instruction by maximizing the effective use of instructional software applications, student laptops, and other applicable technological equipment. Through a collaborative process, District Directors, site administration, and teachers will analyze student academic, college/career, and assessment data toward improving all students' academic progress through</p>	Yearlong	Yes	LCFF	\$456,030.56	\$456,030.56	<p>SMJUHSD supports 3.2 FTE in instructional technology TOSAs. This equates to one full time TOSA at each comprehensive site and a part-time TOSA at our continuation site. TOSAs provide weekly training opportunities for staff on use of various instructional platforms, including our learning management system and our student information system. Furthermore, TOSAs provide integral support with new hardware components designed to enhance teaching and learning.</p> <p>Estimated actuals: \$613,386.75</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report	
	education technology programs.							
<b>5.4</b>	<p><b>5.4 Technical Support for One to One student devices</b>            One to One student devices play a critical role in student academic growth. Computer Technicians assure that all students, including low-income, English learners, foster youth students have access to the technology supporting their academic learning. Through a collaborative process, District Directors, site administration, and teachers will analyze student academic, college/career, and assessment data toward improving all students' academic progress through education technology programs.</p>	Yearlong	Yes	LCFF	\$225,833.75	\$225,833.75	<p>SMJUHSD supports over 9,300 student laptops. Students receive technology support for their district issued laptops through the support of a dedicated technician at each school site. Student laptops are managed by the district IT department who works in collaboration with teachers and administration. Students may also receive remote support through our technology hotline, which is accessible 24 hours a day, 7 days a week.</p> <p>Estimated actuals: \$202,077.66</p>	
<b>5.5</b>	<p><b>5.5 Learning Management System</b>            The District's learning management system provides the teacher with strategic support for student resources, parent access to student work, and student technology skills. The District's learning management system (LMS) software platform supports the</p>	Yearlong	Yes			LCFF \$76,000	\$76,000.00	<p>SMJUHSD contracts with Instructure's Canvas as our learning management system. Canvas provides an online forum for communication between student and teacher. This includes course specific information such as assignments, tests,</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	administration, documentation, tracking, reporting, equitable access, and delivery of educational courses. Through a collaborative process, District Directors, site administration, and teachers will analyze student academic, college/career, and assessment data toward improving all students' academic progress through education technology programs.						quizzes, and activities. Teachers, students, and parents are able to track progress and stay current with coursework 24 hours a day, seven days a week.  Estimated actuals: \$75,252.76

## Goal 6

**Provide a safe, secure, and healthy environment for all students, particularly low-income, English learners, foster youth, and staff, focusing on a positive school climate that enhances student and stakeholder engagement. (Broad Goal)**

### Rationale

Creating a safe, secure, and healthy environment is a priority to our stakeholders, especially from the input of our parents/guardians. The actions in goal six provide our schools with a safe and healthy environment for student learning. The relationships between students and staff contribute to the outcomes from school-wide surveys. Building the capacity toward positive relationships contributes to sustaining lower suspension rates, improved attendance, and student engagement. As part of the metrics, creating an environment that promotes a positive climate, a sense of belonging, and engagement all contribute to the intent of the goal supported through the actions implemented through the duration of the plan.

### Expected Annual Measurable Objectives for Goal 6

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
6	Districts Expulsion Rate	0%	0.14% (13)	0%
6	Suspension Rate	1.6%	2.69% (247)	1%
6	Staff School Climate	44%	38%	65%
6	School Belonging	54%	26%	69%
6	School Engagement	24%	20%	54%
6	Family Engagement	15%	23%	45%
5	District Dropout Rate	2%		1%
5	Districts Attendance Rate	96.6%	95.33%	98%

### Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
6.1	<b>Classified Substitute Pool Program</b> The District will fund "sub coverage" for targeted classified positions. The Classified Substitute Pool Program will target positions directly related to student safety, environment, and learning. The targeted positions that	Yearlong	Yes	LCFF \$108,667		\$108,667.00	Implementing the classified substitute pool program has been challenging due to the pandemic and the shortage of applicants.  Estimated actuals: \$0.00

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	will participate in the program are Instructional Aides, Campus Security, and Custodians. This particular action provides the immediate replacement of staff toward continuity of support for student learning, student safety, and pandemic protocols for cleanliness for all students, particularly English learners, foster youth, and low-income students, that contribute to the positive outcomes of the metric of this goal. Through a collaborative process, District Directors, site administration, and Plant Managers will analyze graduation data, suspension data, and school climate data toward improving services.						
6.2	<p><b>Campus Security Support Staff</b></p> <p>The District will continue to provide funding for 4 additional security to provide supervision during the school day for a safer student environment. These additional positions will be assigned to a comprehensive site but may assist other school sites due to safety. Supplemental funding will provide security support for extracurricular activities beyond the school day, including off-campus</p>	Yearlong	Yes	LCFF	\$167,701.71	\$167,701.71	<p>Campus security for all school sites has provided safe and secure environments. During this school year, campus security has assisted with pandemic protocols. Additional campus security is being added through ESSER III funds.</p> <p>Estimated actuals: \$176,766.52</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	events that students may need supervision. Through a collaborative process, District Directors, site administration, and Plant Managers will analyze graduation data, suspension data, and school climate data toward improving services.						
<b>6.3</b>	<b>School Safety Training</b> Safety training support for administrators, security, and plant managers. School safety training will continue to support through conferences and School Resource Officer training and presentations to staff members. Through a collaborative process, District Directors, site administration, and Plant Managers will analyze graduation data, suspension data, and school climate data toward improving services.	Yearlong	Yes	LCFF \$31,702.85	LCFF \$15,000	\$46,702.85	ALICE training will begin this Spring for all staff to participate.  Bullying incidents for the year: PVHS-41, ERHS-18, SMHS-3, DHS-0.  Estimated actuals: \$52,579.15
<b>6.4</b>	<b>School Resource Officers</b> Funding to secure School Resource Officers/Deputy services from law enforcement agencies. The District will be contracting with the City of Santa Maria Police Department for two School Resource Officers serving Santa Maria High School and Pioneer Valley High School. The District	Yearlong	Yes		LCFF \$327,000	\$327,000.00	School Resource Officers for SMHS and PVHS were pulled from service to our District due to the need for patrol officers for SMPD. ERHS/DHS SRO is in place because the contract is with SBC Sheriffs.

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>will also contract with Santa Barbara County Sheriff's Department for one School Resource Officer to serve Ernest Righetti High School and Delta Continuation High School. All three School Resource Officers will provide support in developing the District's School Safety Plan. School Resource Officers play a vital role in each of the school sites providing a safe school environment. Through a collaborative process, District Directors, site administration, and Plant Managers will analyze graduation data, suspension data, and school climate data toward improving services.</p>						<p>Estimated actuals: \$204,771.12</p>
<p><b>6.5</b></p>	<p><b>Fitzgerald Community School</b> Services for expelled students contracted through SBCEO. Services to students will include group counseling, academic support with an instructional aide, the opportunity to make up missed credits, and a transitional plan to determine conditions to return to the District. Through a collaborative process, District Directors, site administration, and counselors will analyze graduation data, suspension data, and</p>	<p>Yearlong</p>	<p>Yes</p>		<p>LCFF      \$300,000</p>	<p>\$300,000.00</p>	<p>Currently, 13 expulsions have occurred this year. Ten of the thirteen are placed at FitzGerald. One of the thirteen is pending the February Board meeting, another incarcerated, and the other is with District services. There are three students placed at FitzGerald voluntarily.</p> <p>Estimated actuals: \$689065.60</p>



Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	school climate data toward improving services.						
<b>6.6</b>	<b>Attendance Intervention</b> The District will provide software and training designed to monitor, analyze, and facilitate parent communication related to school attendance. The software program will assist school sites with parent notification of attendance and the prevention of students at risk of chronic absenteeism. The system will assist and be implemented as an intervention in reducing the District's chronic absenteeism and support our Student Attendance Review Board (SARB) in proactively intervening toward positive outcomes. Through a collaborative process, District Directors, site administration, and counselors will analyze graduation data, suspension data, and school climate data toward improving services.	Yearlong	Yes		LCFF \$78,300	\$78,300.00	Due to technical issues, the District student truancy intervention and notification system has not been implemented. The program is to come online sometime in February.  Estimated actuals: \$76,150.00
<b>6.7</b>	<b>Campus Custodians</b> Continue to provide three additional custodians during the school day at each comprehensive school site. The additional adult presence on campus	Yearlong	Yes	LCFF \$477,781.87		\$477,781.87	Campus Custodians have diligently been working through the pandemic on the cleanliness of each of the schools' restrooms with periodic checks

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>during the day increases the students' sense of safety and well-being. This particular action provides continuity of support for pandemic protocols for a clean environment for all students, particularly English learners, foster youth, and low-income students, that contribute to the positive outcomes of the metric of this goal. Through a collaborative process, District Directors, site administration, and Plant Managers will analyze graduation data, suspension data, and school climate data toward improving services.</p>						<p>and assuring soap dispensers are filled and toiletries. Campus Custodians have been disinfecting classroom desks and vacuuming during the prep periods of teachers.</p> <p>Estimated actuals: \$469,702.17</p>

## Goal 7

**English language proficiency rates for English learners will annually improve by 13% to increase the number of students who are eligible for reclassification, to earn the State Seal of Biliteracy, and meet college and career requirements as measured by local and state assessment instruments and rubrics. (Focus Goal)**

### Rationale

Input received from stakeholders through the LCAP development process indicates a strong need for English learners to increase language proficiency on the English Language Proficiency Assessments of California (ELPAC), resulting in an annual increase of students who meet reclassification criteria and graduate College & Career Ready. The English Language Progress Indicator (ELPI) in '19 indicates that 31.6% of EL students made progress towards language proficiency. The English Language Proficiency Rate for the ELPAC in '20 indicates that 24% of ELs improved their performance by at least one level. The reclassification rate in '19 was 15.8%, decreased to 7.8% in '20, and increased to 13.2% in '21. College & Career Readiness data in '19-'20 shows that 69.7% of English Learners were not prepared, while 18.5% were approaching prepared, and 11.8% were considered prepared. English Learner graduation rates had shown a slight decline from 83.3% in 2018 to 78.8% in 2019 and 78.2% in '20. The State Seal of Biliteracy rates has slightly increased district-wide over the past three years. However, the rate for English Learners remains lower than non-EL students. Data in '19-'20 indicates the SSB rate for ELs was 31.3% of the total number of students who met the eligibility criteria; however, further analysis shows that 7.2% were College & Career Ready. District staff will continue to monitor EL progress regularly using local and State instruments and rubrics to ensure annual progress.

### Expected Annual Measurable Objectives for Goal 7

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
4	English Learner Progress Indicator (ELPI)	31.6%	N/A	75%
4	English Language Proficiency Rate (ELPAC)	24%	N/A	65%
4	Reclassification Rate	13.2%	N/A	30%
4	College & Career Readiness (CCI)	11.8%	N/A	35%
4	State Seal of Biliteracy Rate (ELs)	31.3%	N/A	50%
4	State Seal of Biliteracy Rate of ELs who met CCI	7.2%	N/A	35%

## Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
7.1	<p><b>7.1 Maintenance of Class Size Caps in EL Pathway &amp; Core Courses with Newcomers</b></p> <p>MMEP will work with school-level administration to maintain a class size of 25 students in all EL Pathway courses including core courses for Newcomers. The creation of smaller classes will provide more opportunities for differentiated instruction, individual student support, and more opportunities for student to student and student to teacher interactions. As a result, language proficiency and reclassification rates will improve and student eligibility for college and career and State Seal of Biliteracy will increase.</p>	Yearlong	Yes	LCFF \$2,622,255.39		\$2,622,255.39	<p>EL Pathway School Site Meetings: held with site teams in Sept/Oct. to review ELPAC Domain averages and reclass rates for 2019 &amp; 2020. Discussed EL Pathway challenges, successes and professional development needs moving forward.</p> <p>Estimated actuals: \$5,141,945.38</p>
7.2	<p><b>7.2 Professional Development</b></p> <p>ELD Pathway teachers, EL Restructuring Steering Committees, and the Multilingual &amp; Migrant Education staff (MMEP) will attend conferences and workshops and engage in writing and revising curriculum to strengthen classroom instruction and improve English learners' linguistic and academic outcomes.</p>	Yearlong	Yes	LCFF \$43,845.77	Other State \$125,000	\$168,845.77	<p>Professional Development: (ongoing) Bilingual Instructional Assistants and Instructional Assistants who work with EL special needs students. Topics: Optimizing Learning and Engagement for Our English Learners; ELD Standards; ELPAC Domains; EL Toolkit of Instructional Strategies; Social-</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							Emotional Support Go-To Routines and Practices. PD conducted by SBCOE consultant.  Estimated actuals: \$38,809.57
7.3	<b>7.3 ELD Consultants</b> Consultants will provide designated and integrated ELD teachers, site administrators, EL TOSA, and bilingual instructional assistants with professional learning opportunities that address ELD standards, ELPAC task types, research-based instructional routines, and strategies. Also, to provide coaching and analysis of assessment data to build individual and group effectiveness in improving language proficiency and reclassification rates among English learners.	Yearlong	Yes	LCFF \$3016.38	Other State \$100,000	\$103,016.38	<ul style="list-style-type: none"> <li>SBCOE consultant begins work with with DHS admin/staff – will visit once per month to address the needs of EL students. Delta High ELPAC Chats were conducted with 65% of EL students over a span of three days (11/5, 11/8, &amp; 11/15) to address concerns regarding the steady two-year decline of reclass rates. Chats conducted by MMEP</li> </ul>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							<p>Director &amp; SBCOE Consultants</p> <p>Estimated actuals: \$5,504.66</p>
7.4	<p><b>7.4 ELD Supplemental Materials</b> The Multilingual &amp; Migrant Education staff will acquire and support the use of researched-based supplemental materials, formative language assessments, software licenses, and other consumable materials to support implementation, monitoring, and evaluation of the ELD Pathway.</p>	Yearlong	Yes		LCFF \$292,950.47	\$292,950.47	<p>Researched based educational materials supporting English Learners have been purchased and have been Implemented.</p> <p>Estimated actuals: \$232,271.12</p>
7.5	<p><b>7.5 Data Support &amp; Assessment</b> The Data specialist will support EL instructional software programs and will produce and provide regular assessment data reports to MMEP staff to monitor the progress of English Learners in meeting reclassification criteria, State Seal of Biliteracy requirements, and progress towards meeting college and career readiness.</p>	Yearlong	Yes	LCFF \$76,245.35		\$76,245.35	<p>ELPAC Chats - MMEP Coordinator/TOSA working with sites &amp; new teachers to facilitate/train using the ELPAC Chat tool. Virtual ELPAC test administration training to be held in January 2022. ELPAC Chat to include a one-on-one meeting with each EL student regarding the purpose of the ELPAC test, score required for reclassification, a review of past score report, goal setting and strategies to improve.</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							Estimated actuals: \$79,017.34
<b>7.6</b>	<b>7.6 Newcomer Support</b> Bilingual instructional assistants will provide English learners who are newcomers with small group and primary language support in core classes during the school day, as well as tutoring before and after school, and during extended day and summer school programs to accelerate English language proficiency and eligibility for reclassification.	Yearlong	Yes	LCFF 584,736.97		\$584,736.97	Virtual Writer's Academy for EL Students with learning losses held October – December. A total of 50 students participated in the program (newcomer, intermediate and LTEL students), with 25 completing the full 30 hours of instruction. Session 2 will continue for continuing and new students to be held February – May.  Estimated actuals: \$583,755.60
<b>7.7</b>	<b>7.7 EL Enrichment and Intervention</b> The Multilingual & Migrant Education staff will work with school staff and site administration to support extended day/summer intervention programs, credit recovery opportunities and enrichment activities such as educational field trips, guest speakers and university field trips to increase English language proficiency and college and career readiness among English learners.	Yearlong	Yes		LCFF \$100,000	\$100,000.00	Virtual Migrant / EL Young Writer's Academy – Target 9th & 10th grade students with learning loss. Supplemental ELA Program with a focus on writing skill development. Program held for 7 weeks on Saturdays (Oct. 16 – Dec. 4th) and provided students with 30 hours of supplemental instruction. A total of 29 students participated, with 25 who will complete the full hours. Additional make-up sessions will

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							<p>be held in January for those close to completing the 30 hrs. as required by Migrant Region. A spring session 2022 session is being planned (April 22').</p> <p>Estimated actuals: \$24,419.69</p>
7.8	<p><b>7.8 Placement &amp; Monitoring of EL Students</b> The Multilingual and Migrant Education staff (EL Coordinator &amp; EL Academic Achievement Specialist) will collaborate with English Language Development (ELD) teachers, teachers on special assignment and school administrators regarding placement recommendations of English learners in appropriate pathway courses, assist in the revision of ELD curriculum maps and course syllabi, analyze outcome data, and implement research-based instructional routines and strategies that are effective in improving English learners' language proficiency and reclassification rates.</p>	Yearlong	Yes	LCFF \$269,174.85		\$269,174.85	<p>ELPAC Site Administrators Training: (Nov-Dec.) MMEP Director and LAT team conduct site ELPAC training sessions with Site Admin. Team to review data for 2019 &amp; 2020 - site/district reclassification rates, ELPAC Domain averages, and a comparison of D &amp; F rates for first/second progress reports for 2019 &amp; 2020. Will discuss training &amp; logistics for the upcoming Feb. 2022 ELPAC Administration to include testing for 1,500+ EL students.</p> <p>Estimated actuals: \$279,458.78</p>
7.9	<p><b>7.9 Support for Counselors</b></p>	Yearlong	Yes		LCFF \$10,000	\$10,000.00	<p>ELPAC Counselor Training: (Nov-Dec.)</p>



Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>Counselors will collaborate with MMEP staff (EL Coordinator &amp; EL Academic Achievement Specialist) to develop a clear understanding of the EL Pathway and placement criteria and become more familiar with the ELPAC assessment to increase English learners' reclassification rates. MMEP staff will provide guidance in using the Redesignated Fluent English Proficient (RFEP) monitoring tool to support re-designated students. Counselors will become more knowledgeable of the State Seal of Biliteracy criteria to assist in identifying students eligible in indigenous and world languages. As a result, English learner performance is most likely to improve, resulting in higher graduation and college/career readiness rates and an increase in the number of EL students who qualify for the State Seal of Biliteracy.</p>						<p>MMEP Director and LAT team conduct site ELPAC training sessions with counselors. Team to review data for 2019 &amp; 2020 - site/district reclassification rates, ELPAC Domain averages, and a comparison of D &amp; F rates for first/second progress reports for 2019 &amp; 2020. Will discuss training &amp; logistics for the upcoming Feb. 2022 ELPAC Administration to include testing for 1,500+ EL students.</p> <p>Estimated actuals: \$0.0</p>
7.10	<p><b>7.10 English Learner Specialist</b> The English language development teacher on special assignment at Santa Maria High School will work with site administration, district staff, parents, and students to</p>	Yearlong	Yes		LCFF \$98,477	\$98,477.00	<p>Book Study Sessions Held on PLC days for Bilingual Instructional Assistants: A Framework for Understanding Poverty ~ A Cognitive Approach, and on 10 Actions to Educate</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	strengthen the implementation of the English Learner Pathway, to provide modeling and coaching opportunities for teachers, and to support classroom instructional practices that accelerate language acquisition and improve English learners' reclassification rates.						<p>Students by Ruby Payne. Discussion focused on Resources, Reality, and Interventions: How they impact Situated Learning; Causes of Poverty; Language and Story: How they impact thinking, school, and work; Hidden Rules Among Classes (socio-economic classes); The Situated Learning Reality of Generational Poverty. Sessions led by EL Coordinator/TOSA.</p> <p>Estimated actuals: \$98,477.00</p>
7.11	<p><b>7.11 English Learners with Disabilities</b> Consultants and MMEP staff (Director, EL Coordinator, EL Academic Achievement Specialist) will collaborate with special education director, special education coordinators, assistant principals responsible for special education programs and services, and the Santa Barbara County Special Education Local Plan Area (SELPA) staff to review and initiate as soon as student is eligible the completion of reclassification procedures. Additionally, consultants, MMEP staff, district and site administrators, and</p>	Yearlong	Yes		LCFF \$30,000	\$30,000.00	<p>In coordination with the SMJUHSD Multilingual Migrant Program, district instructional aides supporting English Language Learners with disabilities have participated in monthly in person professional development sessions facilitated by SBCEO. . Site representatives from the special education departments including teachers, coordinators and Department Chairs participated in several professional development trainings sponsored by Imperial</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>SELPA staff will offer teachers and paraprofessionals professional learning opportunities on effective research-based instructional routines and strategies to improve language proficiency and reclassification rates among English learners with special needs.</p>						<p>County SELPA: 1) interactive overview on the 'Introduction to the CA Practitioners' Guide for Educating English Learners with Disabilities'. 2) 'Meeting the Needs of English Learners with Moderate &amp; Severe Disabilities and 3) a five-part session series on 'Improving Outcomes for English Learners with Disabilities.' A Practitioners' Guide for Educating English Learners with Disabilities Professional Development which focused on the following sections: Identification of English Learners, Multi-Tiered System of Supports (MTSS), and Pre-Referral Interventions; Pre-Referral and Referral, Assessment, and IEP Processes; Education Programs and Instructional Strategies; Proposing Exit from Special Education Services and Reclassification from English Learner Status. IEP teams continue to review English Language Learners with disabilities</p>

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
							<p>progress and eligibility criteria for reclassification.</p> <p>Estimated actuals: \$687.16</p>

# 2021-22 LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) Name:</b>	Santa Maria Joint Union High School District
<b>CDS Code:</b>	42-69310
<b>LEA Contact Information:</b>	Name: Steve Molina Position: LCFF Coordinator Email: smolina@smjuhsd.org Phone: 805.922.4573 ext 4214
<b>Coming School Year:</b>	2021-22
<b>Current School Year:</b>	2020-21

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

<b>Projected General Fund Revenue for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total LCFF Funds</b>	\$110,155,584
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$20,227,046
<b>All Other State Funds</b>	\$8,674,173.81
<b>All Local Funds</b>	\$5,160,393
<b>All federal funds</b>	\$4,547,331
<b>Total Projected Revenue</b>	\$128,537,481.81

<b>Total Budgeted Expenditures for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total Budgeted General Fund Expenditures</b>	\$126,660,505.63
<b>Total Budgeted Expenditures in the LCAP</b>	\$21,478,528
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$21,478,528
<b>Expenditures not in the LCAP</b>	\$105,181,977.63

<b>Expenditures for High Needs Students in the 2020-21 School Year</b>	<b>Amount</b>
<b>Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan</b>	\$20,384,880.00
<b>Actual Expenditures for High Needs Students in Learning Continuity Plan</b>	\$23,988,776

<b>Funds for High Needs Students</b>	<b>Amount</b>
<b>2021-22 Difference in Projected Funds and Budgeted Expenditures</b>	\$1,251,482
<b>2020-21 Difference in Budgeted and Actual Expenditures</b>	\$3,603,896

<b>Update on Additional Funding Received in 2020-21</b>	<b>Response(s)</b>
This area is provided to include an update regarding additional funding received in 2020-21.	

<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year</b>	General fund expenditures are allocated toward salaries and benefits, which is approximately 86% of the budget. Expenditures of the general

**not included in the Local Control and Accountability Plan (LCAP).**

fund include certificated salaries, classified salaries, employee benefits, books and supplies, capital outlay, transportation, maintenance of facilities, and other operating expenditures.

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Maria Joint Union High School District

CDS Code: 42-69310

School Year: 2021-22

LEA contact information:

Steve Molina

LCFF Coordinator

smolina@smjuhsd.org

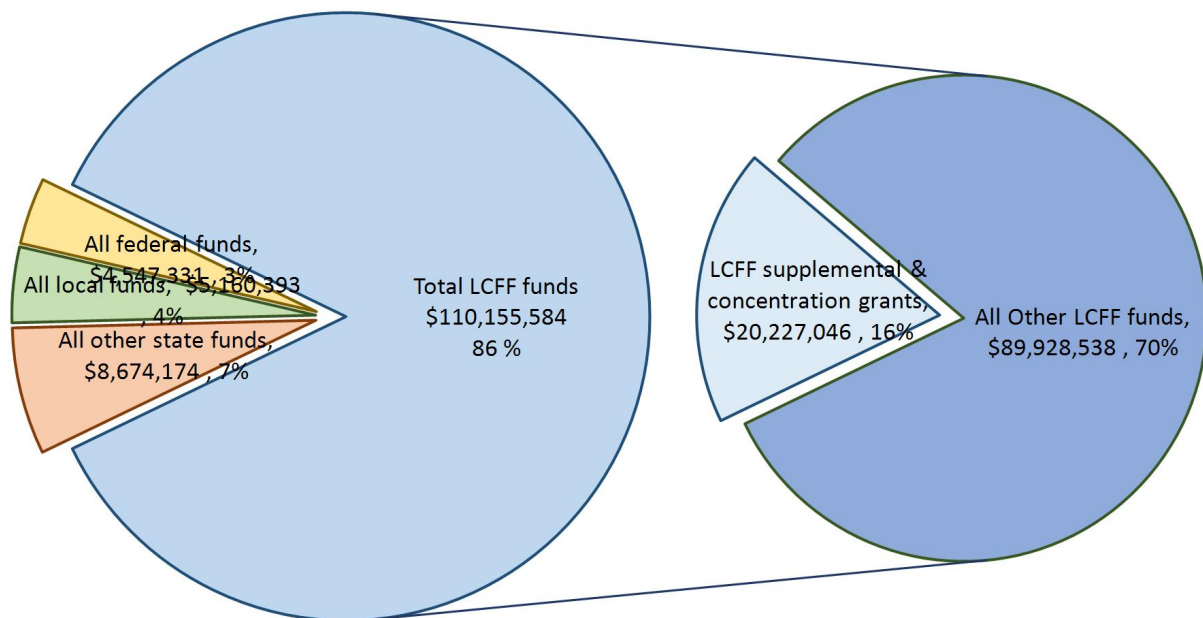
805.922.4573 ext 4214

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Update on Additional Funding Received in 2020-21

### Budget Overview for the 2021-22 School Year

#### Projected Revenue by Fund Source



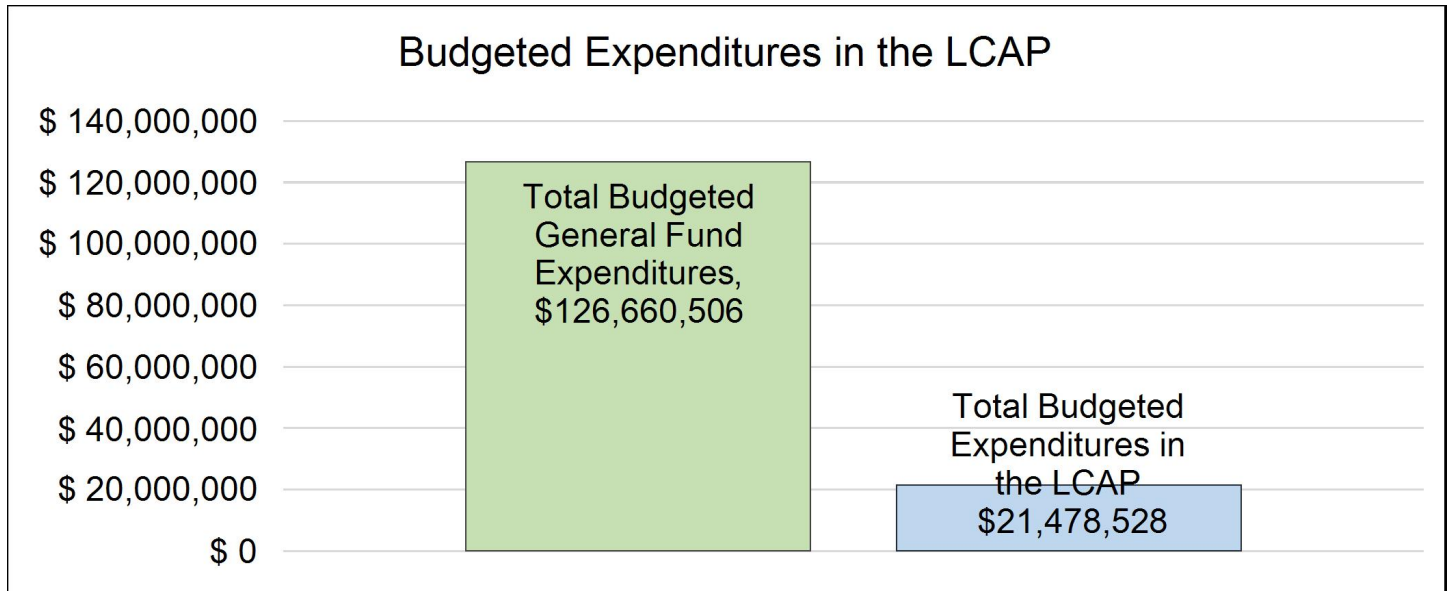
This chart shows the total general purpose revenue Santa Maria Joint Union High School District expects to receive in the coming year from all sources.

The total revenue projected for Santa Maria Joint Union High School District is \$128,537,481.81, of which \$110,155,584 is Local Control Funding Formula (LCFF), \$8,674,173.81 is other state funds, \$5,160,393 is local funds, and \$4,547,331 is federal funds. Of the \$110,155,584 in LCFF Funds, \$20,227,046 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).



# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Santa Maria Joint Union High School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Santa Maria Joint Union High School District plans to spend \$126,660,505.63 for the 2021-22 school year. Of that amount, \$21,478,528 is tied to actions/services in the LCAP and \$105,181,977.63 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

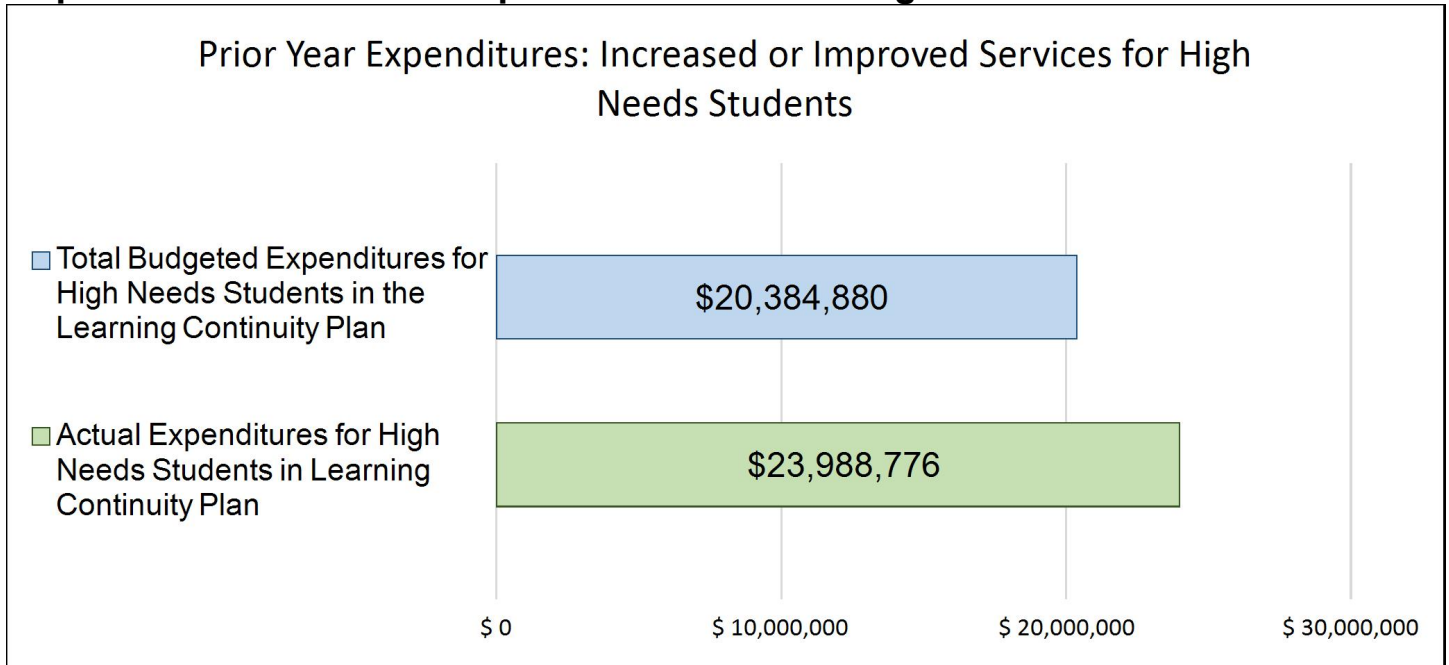
General fund expenditures are allocated toward salaries and benefits, which is approximately 86% of the budget. Expenditures of the general fund include certificated salaries, classified salaries, employee benefits, books and supplies, capital outlay, transportation, maintenance of facilities, and other operating expenditures.

## Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Santa Maria Joint Union High School District is projecting it will receive \$20,227,046 based on the enrollment of foster youth, English learner, and low-income students. Santa Maria Joint Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Maria Joint Union High School District plans to spend \$21,478,528 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Santa Maria Joint Union High School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Santa Maria Joint Union High School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Santa Maria Joint Union High School District's Learning Continuity Plan budgeted \$20,384,880.00 for planned actions to increase or improve services for high needs students. Santa Maria Joint Union High School District actually spent \$23,988,776 for actions to increase or improve services for high needs students in 2020-21.

**APPENDIX E**  
**AUDIT PRESENTATION**

**February 8, 2022**  
**Board Meeting**



# **Santa Maria Joint Union High School District**

**2020-21 AUDITED FINANCIAL STATEMENTS**

## The Opinion Letter - Financial Statements

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of Santa Maria Joint Union High School District, as of June 30, 2021, and the respective changes in financial position and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

## Other Opinions

- Internal Control (Other Auditors' Reports, page 72)
- Federal Compliance (Other Auditors' Reports, page 74)
- State Compliance (Other Auditors' Reports, page 76)

## MD & A - Financial Highlights

- Total net position \$69,043,030 as of June 30, 2021. An increase of \$11,457,143 from the prior year, which is mainly attributed to recognizing the new CTE CENTER / AG FARM as a capital asset addition.
- Overall revenues \$150,154,674 exceeded expenses of \$138,697,531.
- Governmental funds combined fund balance \$92,194,096

# Financial Trends

## SCHEDULE OF FINANCIAL TRENDS AND ANALYSIS FOR THE YEAR ENDED JUNE 30, 2021

	2022 (Budget)	2021	2020	2019
General Fund - Budgetary Basis**				
Revenues And Other Financing Sources	\$ 143,916,046	\$ 137,178,024	\$ 119,583,210	\$ 115,205,999
Expenditures And Other Financing Uses	140,968,960	122,434,118	110,586,970	108,858,726
Net change in Fund Balance	\$ 2,947,086	\$ 14,743,906	\$ 8,996,240	\$ 6,347,273
Ending Fund Balance	\$ 43,372,697	\$ 40,425,611	\$ 25,472,714	\$ 16,476,474
Available Reserves*	\$ 31,120,739	\$ 26,407,670	\$ 16,271,786	\$ 8,881,818
Available Reserves As A Percentage Of Outgo	22.08%	21.57%	14.71%	8.16%
Long-term Liabilities	\$ 245,011,162	\$ 248,446,713	\$ 244,643,956	\$ 250,704,209
Average Daily Attendance At P-2***	8,695	8,386	8,193	7,716



# Audit Finding

- Unduplicated Local Control Funding Formula Pupil Counts



**THANK YOU!**

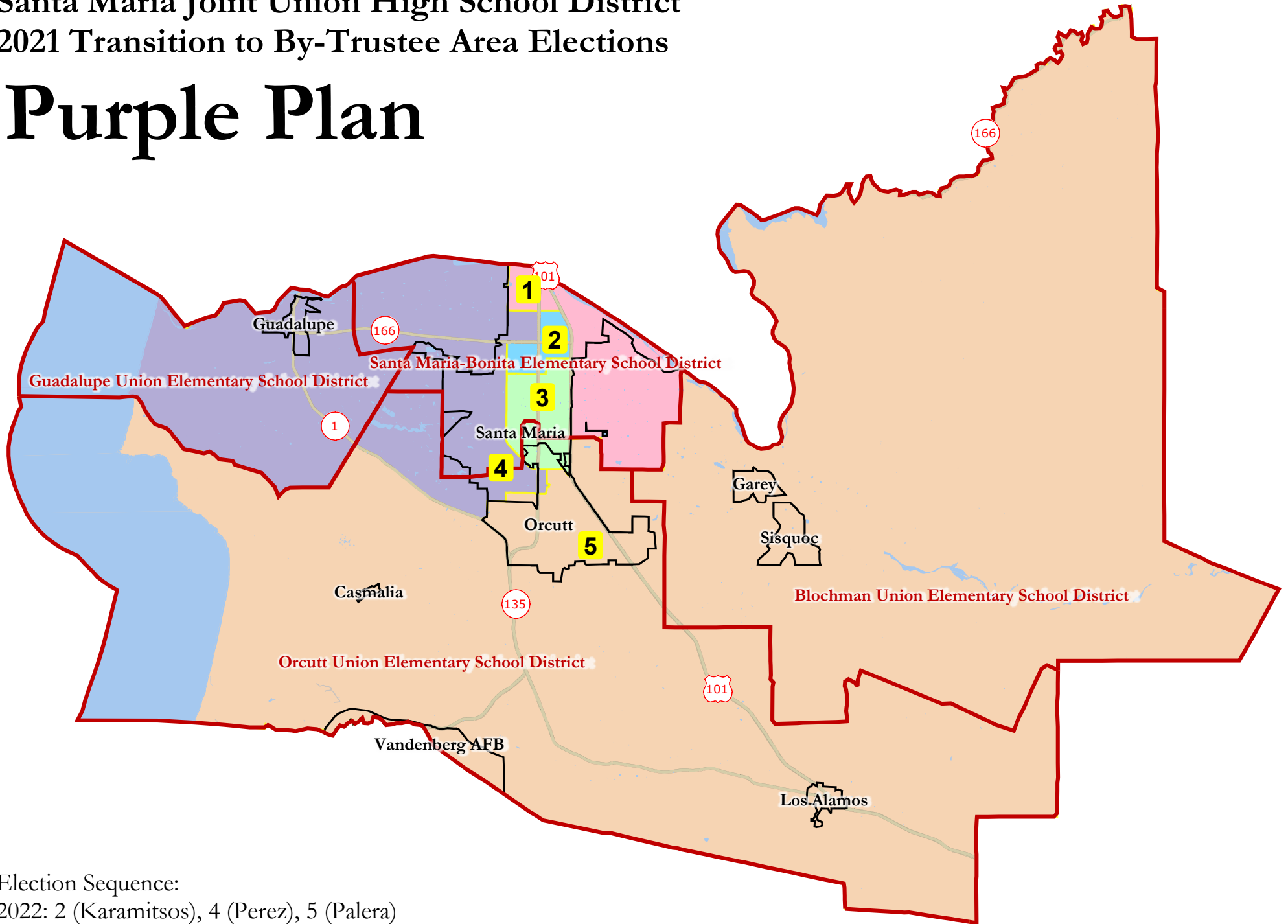
**REGULAR MEETING**  
**February 8, 2022**

## **APPENDIX F**

**Trustee Area “Purple Map”**

# Santa Maria Joint Union High School District 2021 Transition to By-Trustee Area Elections

## Purple Plan



Election Sequence:

2022: 2 (Karamitsos), 4 (Perez), 5 (Palera)

2024: 1 (Garvin), 3 (Lopez)

**Santa Maria Joint Union High School District - Purple Plan**

Category	Field	1	2	3	4	5	Total
2020 Census	Total Population	32,673	31,549	30,876	30,818	30,860	156,776
	Population Deviation	1,318	194	-479	-537	-495	1,855
	Pct. Deviation	4.20%	0.62%	-1.53%	-1.71%	-1.58%	5.92%
Total Pop.	Hispanic/Latino	74%	84%	63%	84%	33%	68%
	NH White	17%	11%	26%	9%	56%	24%
	NH Black	1%	1%	2%	1%	1%	1%
	NH Asian/Pac.Isl.	7%	3%	7%	5%	7%	6%
	NH Native Amer.	1%	1%	1%	1%	2%	1%
Citizen Voting Age Pop	Total	16,766	10,044	16,056	11,496	22,449	76,810
	Hisp	59%	60%	42%	73%	21%	47%
	NH White	30%	33%	46%	18%	70%	44%
	NH Black	2%	2%	2%	3%	2%	2%
	Asian/Pac.Isl.	8%	5%	10%	6%	7%	8%
	Native Amer.	0%	1%	1%	0%	2%	1%
Voter Registration (Nov 2020)	Total	14,713	7,743	13,281	10,662	20,520	66,919
	Latino est.	64%	64%	46%	75%	24%	50%
	Spanish-Surnamed	58%	60%	42%	70%	22%	46%
	Asian-Surnamed	1%	1%	2%	1%	2%	2%
	Filipino-Surnamed	3%	2%	3%	3%	1%	2%
	NH White est.	39%	37%	54%	23%	74%	51%
	NH Black	2%	2%	2%	3%	1%	2%
Voter Turnout (Nov 2020)	Total	11,215	5,611	10,737	7,714	17,970	53,247
	Latino est.	59%	58%	42%	72%	22%	45%
	Spanish-Surnamed	54%	55%	38%	66%	20%	41%
	Asian-Surnamed	1%	1%	2%	1%	2%	2%
	Filipino-Surnamed	3%	2%	3%	3%	1%	2%
	NH White est.	39%	37%	54%	23%	74%	51%
	NH Black	2%	2%	2%	3%	1%	2%
Voter Turnout (Nov 2018)	Total	7,220	3,442	7,297	4,377	13,399	35,735
	Latino est.	47%	46%	33%	67%	17%	35%
	Spanish-Surnamed	44%	45%	31%	63%	16%	33%
	Asian-Surnamed	1%	2%	2%	1%	2%	1%
	Filipino-Surnamed	2%	2%	2%	3%	1%	2%
	NH White est.	49%	47%	62%	27%	79%	60%
Age	age0-19	31%	40%	31%	36%	25%	32%
	age20-60	51%	51%	53%	52%	50%	51%
	age60plus	18%	9%	17%	12%	25%	16%
Immigration	immigrants	32%	39%	26%	38%	9%	29%
	naturalized	33%	15%	32%	24%	56%	27%
Language spoken at home	english	38%	24%	53%	26%	81%	45%
	spanish	56%	73%	40%	71%	15%	51%
	asian-lang	5%	1%	5%	3%	2%	3%
	other lang	1%	2%	2%	1%	2%	1%
Language Fluency	Speaks Eng. "Less than Very Well"	28%	45%	22%	38%	6%	28%
Education (among those age 25+)	hs-grad	44%	33%	47%	38%	48%	43%
	bachelor	11%	5%	15%	6%	19%	12%
	graduatedegree	5%	3%	6%	3%	11%	6%
Child in Household	child-under18	46%	56%	43%	57%	32%	46%
Pct of Pop. Age 16+	employed	67%	67%	66%	67%	64%	66%
Household Income	income 0-25k	9%	21%	13%	15%	8%	13%
	income 25-50k	23%	28%	22%	25%	16%	22%
	income 50-75k	18%	25%	19%	20%	16%	19%
	income 75-200k	46%	25%	43%	37%	48%	41%
	income 200k-plus	5%	1%	3%	3%	12%	5%
Housing Stats	single family	93%	50%	68%	78%	92%	77%
	multi-family	7%	50%	32%	22%	8%	23%
	rented	29%	73%	48%	46%	23%	43%
	owned	71%	27%	52%	54%	77%	57%

Total population data from California's adjusted 2020 Census data. Citizen Voting Age Population, Age, Immigration, and other demographics from the 2015-2019 American Community Survey and Special Tabulation 5-year data. Turnout and Registration data from California Statewide Database ("Latino" figures calculated by NDC using Census Bureau's Latino undercount by surname estimate).

**REGULAR MEETING**  
**February 8, 2022**

## **APPENDIX G**

**Draft of Minutes**  
**Regular Board Meeting – January 12, 2022**  
**Special Board Meeting – January 18, 2022**

**REGULAR MEETING OF THE  
SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT  
BOARD OF EDUCATION  
January 12, 2022**

A regular meeting of the Santa Maria Joint Union High School District Board of Education was held at the Support Services Center on January 12, 2022, with a closed session at 5:15 p.m. and an open session immediately following. Consistent with AB 361 and Government Code section 54953, this meeting was held remotely.

Members present: Karamitsos, Perez, Palera, Lopez, Garvin

**OPEN SESSION**

Dr. Karamitsos called the meeting to order at 5:15 p.m. There were no public comments for the closed session items. The meeting was immediately adjourned to a closed session.

**RECONVENE IN OPEN SESSION/ANNOUNCE CLOSED SESSION ACTIONS**

Dr. Karamitsos called the meeting to order at 6:35 p.m. Mr. Garcia led the Flag Salute.

Mr. Garcia announced the closed session actions:

- The Board unanimously approved the personnel actions and student matters as presented.

**REPORTS**

**Superintendent's Report**

The second semester of the school year is underway. Professional development days were held on Monday and Tuesday. Many are concerned due to the current COVID spike. Unlike last year, current California laws do not allow K-12 public schools to offer distance learning outside of the voluntary independent study program. COVID testing is available for all students and staff. The district just received a COVID test shipment from the state that will be distributed to all sites. As more students and staff are out sick, the district is prepared to cover staff shortages. The governor just signed an executive order that allows schools more flexibility with staffing decisions.

**Board Member Reports**

Dr. Garvin: He wished everyone a happy new year. The Elks Club is holding a special performance this weekend to benefit Delta High School. Proceeds from the event will go towards scholarships for Delta students.

Ms. Lopez: Ms. Lopez reported she was unable to attend the December board meeting due to her son's Naval Academy event. She is glad classes are back in session and encouraged all to continue to follow the safety guidelines.

Mr. Palera: He welcomed everyone back and hopes everyone had a great holiday season.

Ms. Perez: Over 266 high school seniors completed either a financial aid application or college application. She thanked Mr. Paul Robinson for sending over examples of what the students at the CTE Center have been working on.

Dr. Karamitsos: She wished everyone a happy new year and appreciates the thoroughness the school community is taking to ensure public safety.

**REPORTS FROM EMPLOYEE ORGANIZATIONS**

Tami Contreras: Concern was expressed regarding the management compensation increase; specifically the increase suggested for assistant superintendents. Ms. Contreras shared various reasons as to why the board should table their decision or consider the expressed concerns when voting on this action item.

Matt Provost: Mr. Provost shared the same sentiment as Ms. Contreras and mentioned a few positions he believes are deserving of a raise and or hazard pay.

**OPEN SESSION PUBLIC COMMENTS**

**Re-read comment:**

<b>Name</b>	<b>Topic</b>
Chris Kohler	COVID Policies

**ITEMS SCHEDULED FOR ACTION**

**GENERAL**

**Approval of Consulting Agreement**

Resource Person: Antonio Garcia, Superintendent; Yolanda Ortiz, Assistant Superintendent of Business Services; Michellene DeBonis, Founder & President of Zeste Consulting

The district would like to engage Zeste Consulting to assist with the re-branding of the district to include a new logo. The agreement includes three phases:

- Phase 1 - Brand Strategy  
Engagement and stakeholder input, research, brand strategy development
- Phase 2 - Visual Identity  
Visual identity, logo concept generation, logo refinement and artwork, brand guidelines
- Phase 3 - Brand Launch Support  
Launch deck and planning

A motion was made by Ms. Lopez and seconded by Mr. Palera to approve the consulting agreement with Zeste Consulting, for up to \$75,000, to be paid with general funds.



Board members expressed their enthusiasm for a new logo to represent the district and the community. It was clarified students along with other groups will have the opportunity to be involved in the process along with disseminating the information in various languages.

The motion passed with a roll call vote 5-0.

**Roll Call Vote:**

Dr. Karamitsos	Yes
Ms. Perez	Yes
Mr. Palera	Yes
Ms. Lopez	Yes
Dr. Garvin	Yes

**Approval of Compensation Increase for Management and Confidential Employees (including the certificated administrators, classified management and the Superintendent); Approval of Management Longevity Program; Approval of Assistant Superintendent Salary Schedule and Assistant Superintendent Employment Addenda With Placement on Salary Schedule – Appendix C**

Resource Person: Antonio Garcia, Superintendent; Yolanda Ortiz, Assistant Superintendent of Business Services

Earlier in the 2021-22 school year, the District reached an agreement with its labor partners, the Santa Maria Joint Union High School District Faculty Association and the California School Employees' Association. District management and confidential employees will receive a 4.5% salary increase in compensation consistent with the compensation increases provided to certificated and classified personnel.

Additionally, in reviewing comparable compensation structures for managers, the District requested School Services of California to conduct a compensation analysis of like positions in comparable school districts as well as an internal salary schedule analysis. The analysis found that all but two comparative districts provided longevity to their management level positions. School Services of California presented their findings and recommendations.

Providing longevity to management employees will help to maximize retention of high-quality employees and is necessary to attract high quality leaders given the administrator shortage. The analysis also found that comparative districts place certificated and classified management on separate salary schedules to conform with Education Code sections 45041, 45203, and 45197 and the new proposed salary schedules implement that suggested change. (Appendix C)

The analysis also noted the lack of an established salary schedule for assistant superintendents as it occurs with other employee groups throughout the District. In addition, the analysis found a disparity in the differential between the highest level certificated administrator and assistant superintendents as compared with the other groups. The District has a current practice of compensating all assistant superintendents at the same level. The new salary schedule will allow for appropriate placement and compensation of new candidates as well

as maximizing retention for its high-quality leaders, as well as incentivize current District administration and managers to seek these high-level positions. Longevity is also incorporated into this newly created salary schedule. All of the proposed changes shall be effective July 1, 2021.

A motion was made by Dr. Garvin and seconded by Mr. Palera to approve the compensation increase for Management and Confidential Employees (including the certificated administrators, classified management and the Superintendent); Approval of Management Longevity Program; Approval of Assistant Superintendent Salary Schedule and Assistant Superintendent Employment Addenda With Placement on Salary Schedule, as presented.

It was clarified the increase mentioned in the employee organization reports referred to the assistant superintendents salary increase.

The motion passed with a roll call vote 5-0.

**Roll Call Vote:**

Dr. Karamitsos	Yes
Ms. Perez	Yes
Mr. Palera	Yes
Ms. Lopez	Yes
Dr. Garvin	Yes

**Discussion and Possible Approval of Resolution 27-2021-2022 Authorizing Continued Use of Remote Teleconferencing Provisions Pursuant to AB 361 and Government Code section 54953.**

Resource Person: Chelsea Olson Murphy, Attorney – Lozano Smith

Consistent with Government code section 54953, on October 7, 2021, the Santa Maria Joint Union High School District adopted Resolution 16-2021-2022, finding that meeting in person would present imminent risks to the health or safety of attendees.

Since October 7, 2021, the Board has made findings at least every 30 days that the circumstances continue to meet the requirements of AB 361 and Government Code section 54953 for the District to continue conducting meetings remotely.

The Board discussed and considered adopting Resolution 27-2021-2022, to make a finding after reconsidering the state of emergency, that the current circumstances meet the requirements of AB 361 and Government Code section 54953 for the Santa Maria Joint Union High School District to continue conducting meetings remotely.

A motion was made by Ms. Lopez and seconded by Ms. Perez to approve Resolution 27- 2021-2022, to make a finding that the current circumstances meet the requirements of AB 361 and

Government Code section 54953 for the SMJUHSD Board to continue conducting meetings remotely. The motion passed with a roll call vote 5-0.

**Roll Call Vote:**

Dr. Karamitsos	Yes
Ms. Perez	Yes
Mr. Palera	Yes
Ms. Lopez	Yes
Dr. Garvin	Yes

**INSTRUCTION**

**Proclamation Declaring February 7-11, 2022 as National School Counseling and Guidance Week – Resolution Number 26-2021-2022**

Resource Person: John Davis, Assistant Superintendent of Curriculum

National School Counseling and Guidance Week will be celebrated February 7-11, 2022, to focus public attention on the unique contributions of professional school counseling and guidance staff members in our schools across the country. The National School Counseling and Guidance Week, sponsored by the American School Counseling Association (ASCA), highlights the tremendous impact school counselors and guidance staff can have in helping students achieve school success and plan for a career.

A motion was made by Dr. Garvin and seconded by Mr. Palera to adopt Resolution 26-2021-2022 to declare February 7-11, 2022 as National School Counseling and Guidance Week. The motion passed with a roll call vote 5-0.

**Roll Call Vote:**

Dr. Karamitsos	Yes
Ms. Perez	Yes
Mr. Palera	Yes
Ms. Lopez	Yes
Dr. Garvin	Yes

**Quarterly Report on Williams Uniform Complaints**

Resource Person: John Davis, Assistant Superintendent of Curriculum

Pursuant to Education Code Section 35186, the governing board of a school district must conduct a public hearing to report the quarterly report that was submitted in October 2021 on the Williams Uniform Complaints for the months of October- December 2021. Each school site has reported that there have been no complaints in the general subject areas of

Textbooks and Instructional Materials, Teacher Vacancy or Misassignments, Facilities Conditions or Valenzuela/CAHSEE Intensive Instruction and Services.

A public hearing was required. The public hearing was opened. No public comments were submitted. The public hearing was closed.

A motion was made by Ms. Lopez and seconded by Dr. Garvin to approve the Quarterly Report as submitted. The motion passed with a roll call vote 5-0.

**Roll Call Vote:**

Dr. Karamitsos	Yes
Ms. Perez	Yes
Mr. Palera	Yes
Ms. Lopez	Yes
Dr. Garvin	Yes

**BUSINESS**

**Bond Sale – Actual Cost of Issuance - Appendix E**

Resource Person: Yolanda Ortiz, Assistant Superintendent of Business Services

Education Code Section 15146 requires that the Board be presented with the actual cost of issuance information for the new money bonds at its next scheduled public meeting after the sale. The resolution authorizing the issuance of the new money bonds adopted on November 9, 2021, included estimates of the costs of issuance. CFW Advisory Services presented the actual costs at the meeting. The District’s total costs of issuance for both the New Money Bonds and the Refunding Bonds came in below the estimate.

No action was required.

**Public Disclosure of Agreement and Approval of Compensation Increase for Confidential, Classified Management and Certificated Management – Appendix D**

Resource Person: Yolanda Ortiz, Assistant Superintendent of Business Services

In accordance with AB 1200 reporting requirements, the District must make public disclosure of any proposed collective bargaining agreements with their various employee organizations as to the effects of the agreement on the District’s financial status. Administration proposed a 4.50% salary schedule increase for non-bargaining unit members which consist of confidential, classified management and certificated management employees and a salary schedule for assistant superintendents. In addition, a longevity program was proposed for all management employees of between 1-5% beginning with 6-18 years, respectively. The proposed increase and longevity program is to be effective July 1, 2021.

The total cost of the recommended increase is projected to be \$491,413 in 2021-22. Further documentation of the fiscal impacts (as required by AB1200) is shown in Appendix D.

A motion was made by Dr. Garvin and seconded by Mr. Palera to approve the AB 1200 Public Disclosure of the Agreement for Confidential, Classified Management and Certificated Management effective July 1, 2021. The motion passed with a roll call vote 5-0.

**Roll Call Vote:**

Dr. Karamitsos	Yes
Ms. Perez	Yes
Mr. Palera	Yes
Ms. Lopez	Yes
Dr. Garvin	Yes

**CONSENT ITEMS**

A motion was made by Ms. Lopez and seconded by Ms. Perez to approve all consent items as presented. The motion passed with a roll call vote 5-0.

**Roll Call Vote:**

Dr. Karamitsos	Yes
Ms. Perez	Yes
Mr. Palera	Yes
Ms. Lopez	Yes
Dr. Garvin	Yes

A. Approval of Minutes – **Appendix F**

Regular Board Meeting – December 14, 2021

B. Approval of Warrants for the Month of December 2021

Payroll	\$ 9,655,386.79
Warrants	3,330,061.63
<b>Total</b>	<b>\$ 12,985,448.42</b>

C. Attendance Report

Mrs. Yolanda Ortiz, Assistant Superintendent of Business Services, was available to answer questions regarding the fourth & fifth 2021-2022 monthly attendance reports presented on the last page of the posted agenda.

D. Approval of Contracts

<b>REGULAR MEETING January 12, 2022</b>
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COMPANY/ VENDOR	DESCRIPTION OF SERVICES	AMOUNT/F UNDING	RESOURCE PERSON
United We Lead Foundation "UWLF"	UWLF will facilitate the implementation of the 2022 Virtual Spring Family Math Nights (Mar-May 2022) that will focus on helping parent/guardians and students in math and problem-solving activities that support 7-10 <sup>th</sup> grade math learning.	\$12,370/ Migrant Funds	John Davis
Richard R. Ramos – Parents on a Mission (POM)	POM will provide a three-day POM Parent Coaching Training along with a Parent Coach Lead that will provide outreach and teach POM classes with SMJUHS D parents/guardians through the 2021-22 school year.	\$9,199/ LCAP 2.2	John Davis
Navigate360	Subscription service that includes access to all courses within the School Safety and Wellness Suite in addition to Elearning Support & Maintenance from Dec 2021 to Dec 2024.	\$21,849/ LCAP 6.3	John Davis

- E. Facility Report – **Appendix B**
- F. Obsolete Equipment

Education Code §17545 and 17546 allows the district to dispose of personal property belonging to the district that is unsatisfactory, no longer necessary (obsolete), or unsuitable for school use. The district administration is requesting authorization to dispose of obsolete items in the list below in compliance with government regulations. If an auction is warranted, the district will conduct an auction via the internet by and through its representative RT Auctions. Notices of items for sale at auction will be posted in no less than three public places within the district, the District, including the District’s website at <http://www.smjuhsd.k12.ca.us>

Tag #	Asset Category	Description	Serial #
65	VEHICLE	1982 TAYLOR ELECTRIC CART	70489
380	VEHICLE	2006 TOYOTA FORK LIFT	5FBCU20/65181
701	VEHICLE	1998 CLUB CAR GOLF CART	A850168143
319	VEHICLE	JOHN DEERE GATOR #319	
711	VEHICLE	EZ-GO GOLF CART #311	
708	VEHICLE	EZ-GO GOLF CART #708	
23351	SHOP EQUIP	CRAFTSMAN AIR COMPRESSOR 919.184192	

72	VEHICLE	1994 THOM YELLOW SCHOOL BUS	003865
92	VEHICLE	1987 INTL YELLOW SCHOOL BUS	265007

G. Student Matters- Education Code Sections 35146 & 48918

Administrative Recommendation to order expulsion: 357334, 363957, 345519

H. Student Accountability Report Card (SARC)

The following school sites have submitted their Student Accountability Report Card for Board approval:

- Righetti High School
- Delta High School
- Pioneer Valley High School
- Santa Maria High

School State law requires all public schools receiving state funding, prepare and distribute a School Accountability Report Card (SARC) by February 1st. The purpose of the report card is to provide parents and the community with important information about each public school. A SARC can be an effective way for a school to report on its progress in achieving goals. The public may also use a SARC to evaluate and compare schools on a variety of indicators. SARC reports are available to view in each school's individual websites, district website, or a hard copy is available upon request.

After a SARC has been finalized and made public, an LEA may revise and re-publish it. You may access the latest version at:

<http://www.smjuhsd.k12.ca.us/?DivisionID=16589&DepartmentID=17590&ToggleSideNav=DivisionOnly>

I. LEA Accountability Report Card (LARC) Addendum

The federal Elementary and Secondary Education Act (ESEA) requires annual districtwide report cards that summarize data of LEAs statewide and disaggregated by student groups.

On September 8, 2016, the State Board of Education adopted a new accountability system and released the California School Dashboard, referred to as the Dashboard, in Spring of 2017. The Dashboard shows how districts and schools are performing on test scores, graduation rates, and other measures of student success.

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs. The Local Educational

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Agency Accountability Report Card (LARC) contains data for the following categories:

- Accountability
- Graduation Rate (Four-Year Cohort)
- School Improvement
- Per Pupil-Expenditures
- California Assessment of Student Performance and Progress (CAASPP) Test Results
- Teacher Qualifications
- National Assessment of Educational Progress (NAEP) Results (Applies only to grades 4 & 8)

Addendum: Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating specific assessment data tables. The data will be used to meet the LEAs’ federal requirement for their LARCs.

You may access the 2020-21 SMJUHSD LARC Addendum at:

<http://www.smjuhsd.k12.ca.us/?DivisionID=16589&DepartmentID=17590&ToggleSideNav=DivisionOnly>

J. Out of State Travel

PERSON/REASON	PLACE/DATE	FUNDING
Karen Rotondi Equity & Excellence Summit	Boston, MA July 18-20, 2022	LCAP
Miguel Guerra World of Concrete Exhibition	Las Vegas, NV Jan 18-20, 2022	CTE

K. Purchase Orders

PO #	Vendor	Amount	Description/Funding
BPO22-00758	Jordano’s	\$90,000.00	Food & Supplies / Fund 13
R22-01094	Sisc II Property & Liability	\$1,033,800.72	FY 20-21 P&L Insurance / General Fund Admin.
R22-01312	Smat	\$124,000.00	Bus Passes / General Fund In-Person Instruction
PO22-00962	SBCEO Teacher Induction Program	\$142,300.00	21-22 TIP Candidate Program & Mentor Stipends / General Fund Title II & Educator Effectiveness
PO22-00963	Dell Marketing LP	\$89,999.04	Aeries server hardware & memory for VLA distance learning / General Fund ESSER II
PO22-00970	Lenovo (United States) Inc.	\$1,482,203.13	SY 22-23 Lenovo tablets for incoming Freshman / General Fund LCAP 5.2



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PO22-00971 PO22-00974 PO22-00973 PO22-00972 PO22-00968 PO22-00965	Culver-Newlin Inc.	\$259,908.60	Furniture ERHS modernization / Fund 25 Developer Fees
R22-02686	Caldwell Flores Winters, Inc.	\$184,007.68	SFP application services ERHS app #50/69310-00-007 / Fund 25 Developer Fees
R22-02687	Caldwell Flores Winters, Inc.	\$62,483.98	SFP application services CTE Center/Ag Farm app #50/69310-00-008 / Fund 25 Developer Fees

L. Notice of Completion

The following projects were substantially complete. To file the necessary Notice of Completion forms with the County of Santa Barbara, the Acceptance of Substantial Completion needs to be formally accepted by the Board of Education.

- 1) ERHS POOL CHEMICAL CONTROLLER REPLACEMENT, #21-376 with Knorr Systems, Inc. Substantial Completion on December 6, 2021.

M. Authorization to utilize Sourcewell for the Purchase of Cars, Trucks, Vans, SUVs, Cab Chassis and other Vehicles for the length of the Contract through November 8, 2025

Section 10299 of the Public Contract Code (PCC) provides an alternative for obtaining supplies, furniture, and equipment, whereby notwithstanding Section 20111 and 20112 of the PCC, “school districts may, without competitive bidding, utilize contracts, master agreements, and multiple award schedules established by the department [DGS] for the acquisition of information, technology, goods, and services.” Section 10299 further authorizes state and local agencies to “contract with suppliers awarded the contracts without further competitive bidding.” The district administration recommends that district-wide purchases of cars, trucks, vans, SUVs, cab chassis and other vehicles and related services be made utilizing the provisions of the PCC through National Auto Fleet Group Contract #091521-NAF, term dates November 8, 2021 through November 8, 2025.

N. Authorization to Piggyback on Kern County Superintendent of Schools for Internet Content Filtering Software Districtwide for the Length of the Contract through December 31, 2022

Section 20118 of the Public Contract Code (PCC) provides an alternative for obtaining supplies, furniture, and equipment, commonly referred to as “piggybacking”, where notwithstanding Section 20111 and 20112 of the PCC, the governing board of any school district without advertising for bids, and if the board

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has determined it to be in the best interest of the district may authorize the purchase of such supplies, furniture and equipment.

Kern County Superintendent of Schools has awarded their purchases as needed for internet content filtering software Pennsylvania Education Purchasing Program for Microcomputers (PEPPM) California Bid #528899-148 with Securly, Inc. through December 31, 2022. The district recommends that the board find and determines that it is in the best interest of the district to authorize internet content filtering software purchases under the same terms and conditions. With Board approval the district may “piggyback” on their bid pursuant to the provisions of PCC20118.

- O. Memorandum of Understanding between Santa Barbara County Education Office Teacher Induction Program and SMJUHS D for 2021-2022

The purpose of the MOU is to establish a formal working relationship between SBCEO and SMJUHS D to provide quality professional development and support to first and second-year teacher candidates in pursuit of a Professional Clear Credential from the California Commission on Teacher Credentialing (CTC), and to provide professional development and support for their mentors.

- P. Acceptance of Gifts

**Pioneer Valley High School**

<u>Donor</u>	<u>Recipient</u>	<u>Amount</u>
CoastHills Community Foundation	Boys Basketball	\$500.00
BSN Sport	FCCLA	\$264.00
	William Conn WP	
Jack Baker, c/o Deborah Conn	Woodworking Scholarship	\$100.00
BSN Sport	Girl's Soccer	\$906.00
Steven Guerrero Jr., DBA 805 Body Works	Boys Basketball	\$1,484.99
Geri Starowicz Revocable Trust	Jazz Choir	\$100.00
Kelly Davis	PVHS College Club	\$140.00
Susie Eichel, DBA Coast Live Oak Creations	PVHS College Club	\$500.00
Trestina Leornas	PVHS College Club	\$70.00
Marcus Guzman	PVHS College Club	\$140.00
Sabrina Pratt	Center Stage	\$200.00
<b>Total Pioneer Valley High School</b>		<b><u>\$4,404.99</u></b>

**Righetti High School**

<u>Donor</u>	<u>Recipient</u>	<u>Amount</u>
Cynthia Camacho	Marimba Band	\$1,000.00
William E. Poulis, Attorney at Law	Wrestling	\$250.00
Challenger Harvest, Inc.	Boys Basketball	\$150.00
City of Santa Maria	Marimba Band	\$400.00
Warrior Boosters Club of RHS, Inc.	Wrestling	\$3,580.00
Warrior Boosters Club of RHS, Inc.	Girls Tennis	\$1,700.00
Warrior Boosters Club of RHS, Inc.	Boys Basketball	\$1,360.00
Warrior Boosters Club of RHS, Inc.	Girls Soccer	\$2,800.00

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Warrior Boosters Club of RHS, Inc.	Sports Medicine	\$2,580.00
<b>Total Righetti High School</b>		<b><u>\$13,820.00</u></b>

**FUTURE BOARD MEETINGS FOR 2022**

Unless otherwise announced, the Board of Education will hold a special meeting on January 18, 2022 at 5:00 p.m. Please refer to the January 18<sup>th</sup> agenda for further details on meeting location/access.

Regular Board Meetings for 2022: Closed session begins at 5:00 p.m. Open session begins at 6:30 p.m. Meeting location/access to be announced via each agenda.

February 8, 2022	June 7, 2022	September 13, 2022
March 8, 2022	June 14, 2022	October 11, 2022
April 12, 2022	July 12, 2022	November 8, 2022
May 10, 2022	August 2, 2022	December 13, 2022

**ADJOURN**

The meeting was adjourned at 8:03 p.m.

**SPECIAL MEETING OF THE  
SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT  
BOARD OF EDUCATION  
January 18, 2022**

A special meeting of the Santa Maria Joint Union High School District Board of Education was held on January 18, 2022. Consistent with AB 361 and Government Code section 54953, this meeting was held remotely.

Members present: Karamitsos, Perez, Palera, Lopez

Absent : Garvin

**OPEN SESSION**

Dr. Karamitsos called the meeting to order at 5:07 p.m. The flag salute was led by Mr. Palera.

**ITEMS SCHEDULED FOR ACTION**

**GENERAL**

**Third Public Hearing Regarding Proposed Composition of By-Trustee Area Maps**

Resource Person: Yolanda Ortiz, Assistant Superintendent of Business Services; Chelsea Olson Murphy, Attorney – Lozano Smith; Daniel Phillips, Demographer – National Demographics Corporation

The Santa Maria Joint Union High School District (“District”) Board of Education (“Board”) is currently elected under an “at-large” election system, where trustees are elected by voters of the entire District. Trustees are elected in even-numbered years and serve staggered, four-year terms. On April 10, 2018, the Board adopted Resolution No. 15-2017-2018, Intent to Initiate Transition from At-Large to By-Trustee Area Elections for the 2022 Governing Board Election. As provided in Resolution No. 15-2017-2018, the Board intended to wait until the release of the 2020 Census data then begin the transition process.

On September 14, 2021 and October 12, 2021, the Board considered information regarding the process and potential criteria for drawing the trustee area boundary maps, and the Board held statutorily required public hearings to receive input from the community on the trustee area map creation process, pursuant to Elections Code section 10010(a)(1).

On November 19, 2021, the District timely published three proposed trustee area maps on the District’s website for consideration by the Board and the community. On November 30, 2021, the proposed trustee maps were presented to the Board by the District’s professional demographer National Demographics Corporation (“NDC”). On or about November 30, 2021, the District also received several maps submitted by the community. It timely posted those maps to its website on December 7, 2021.

**SPECIAL MEETING**  
**January 18, 2022**

On December 14, 2021, the District received an additional presentation from NDC regarding the proposed trustee area maps. Based on input from that meeting, an additional “purple map” was created and timely published on the District’s website on January 11, 2022.

The proposed maps may be accessed on the District website at:  
<http://www.smjuhsd.k12.ca.us/?DivisionID=16591&DepartmentID=29826&ToggleSideNav=DivisionOnly>

On January 18, 2022, the District held an additional public hearing to provide an another opportunity for students and community members to share their input outside of final exams and winter break. This was the fifth public hearing on the transition to trustee areas and the third since the draft maps have been available for review. The District’s demographer presented a new “purple” map based on input and feedback from both the community and board members. In addition, an overview was provided on the three maps submitted by the community. The purple plan was drawn to combine Northwest Santa Maria with Guadalupe while maintaining most of the original architecture of the green plan. The Board will consider adopting a proposed trustee area map at its February 2022 meeting.

A public hearing was required. The public hearing was opened.

Public comments:

Written public comment:

<b>Name</b>
Lata Murti
Lay Tep
Pam Gates
Helen Galvan
Rebeca Garcia
Andrew Oman
Lawanda Lyons-Pruitt

Live phone calls:

<b>Name</b>
Daniel Segura
Michelle Escobar

The public hearing was closed.

The board thanked the demographer for his services and were appreciative of all feedback provided through the multiple public hearings.

**FUTURE BOARD MEETINGS FOR 2022**

**SPECIAL MEETING**  
**January 18, 2022**

Unless otherwise announced, the next regular meeting of the Board of Education will be held February 8, 2022. Closed session begins at 5:00 p.m. Open session begins at 6:30 p.m. Please refer to the February 8<sup>th</sup> agenda for further details on meeting location/access.

Regular Board Meetings for 2022:

March 8, 2022  
April 12, 2022  
May 10, 2022

June 7, 2022  
June 14, 2022  
July 12, 2022  
August 2, 2022

September 13, 2022  
October 11, 2022  
November 8, 2022  
December 13, 2022

**ADJOURN**

The meeting was adjourned at 5:45 p.m.