

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA Name

Santa Maria Joint Union High School District

CDS Code:

42-69310

Link to the LCAP:

(optional)

http://images.pcmac.org/Uploads/SantaMaria/SantaMaria/Divisions/DocumentsCategories/Documents/2018_Local_Control_and_Accountability_Plan__Annual_Update_Santa_Maria_Joint_Union_High_School_District_20180618_%7BSIS4BD00ACA1289%7D.pdf

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

Title I Part A
Title II Part A
Title III Part A
Title IV Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The Santa Maria Joint Union High School District Local Control Accountability Plan (LCAP) is supported by eight comprehensive goals established by the Governing Board: common core, culture and climate (Parent engagement), career technical education, support systems, educational technology, school safety, English Learner Support, and foster youth. Each goal is supported through a variety of coordinated Actions/Services, which support initiatives of the core program and supplemental program. The District's LCAP is reflected in each of its Board approved Single Plan for Student Achievement (SPSA) and District initiatives to support federal funding in conjunction with state supplemental funding to enhance the supplement actions which are organized a system of support to provide strategic and intensive interventions of support for under-performing student groups (Low Socioeconomic Status, English Learner, Migrant and Foster/Homeless).

The development of LCAP Actions/Services are implemented through the needs of our students. Using state and local standardized assessments using the philosophy of multiple measures, students are linked with a variety of supports based on those needs. The District's LCAP is strategically developed to support supplemental expenditures such as in goal seven includes extensive support English learners including new comers. Both LCAP and Title 1 part A strategically provide support for supplemental services to close the achievement gap in the areas of math and English interventions. Professional development is based on the needs of under-performing students in the areas of math, English, science (NGSS), and social studies. Parent engagement programs are an extensive part of developing the need to close the achievement gap as well as serving the need for student services and climate.

The District's LCAP is a living and working document that is related to other District and school plans. Such plans include the District's English Learner Master Plan, school site SPSAs, WASC, Technology, and the District's Strategic Plan. Federal funding are reviewed by different stakeholder groups that include DELAC, MPAC, and ELAC. Each year federal funding is reviewed and presented to the Board regarding its Consolidated Application to assure that all stakeholders are informed.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The Santa Maria Joint Union High School District's LCAP annually meets with its LCFF Steering committee. The committee consist of administrators, teachers, parents (ELAC, Migrant, and General Education), community members, nonprofit, local city officials, county officials, government agencies, and higher education. The committee is targeted with determining the needs through a variety of data analysis and assessments. Stakeholders review data to develop potential actions to address the needs of student achievement.. These potential actions are shared with school site committees, parent committees and several District Parent Advisory Committees meetings through out the year.

The District's LCAP is comprised of metrics that are identified in the plans eight goals. Once needs are identified, qualifying funding is assigned to carry out the action of both LCFF funding and federal funding. Once LCFF funding is allocated to the District's LCAP, federal funding is used to supplement the needs of student groups.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services

how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

The Santa Maria Joint Union High School District has been working on its core framework with the instructional shifts and the progress of adoption of instructional material. The academic year 2017/2018 was the first year of a District-wide adoption for English Language Arts. This included extensive training and incorporating new instructional practices. The District math program for the academic year 2018/2019 will implement an extensive professional development for math teachers toward instructional practices and strategies for the common core. The District's science program has developed a leadership committee that has worked on NGSS for the last two years toward implementation and has developed a structured plan to support all students to be college and career ready. The District's social studies program is being evaluated to be aligned with new state standards. The District has in place teachers on special assignment in the areas of English and math, with new for the academic year will be science. Implementation status is monitored in our LCAP metrics.

The Santa Maria Joint Union High School District has a comprehensive assessment plan based on multiple measures used to identify student progress and need. CAASPP data, RenLearn progress monitor (3 times/year), Read 180 benchmark assessment, and SBAC benchmark assessment (SchoolCity) are the multiple measures used to identify student needs in English and math. Local assessments are given to all 9th, 10th and 11th-grade students for placement and progress monitoring. Other mandatory assessments such as the ELPAC and SBAC are scheduled as required and needed.

Educational assistance is provided to students through a variety of systems of support. The District provides additional support through technology adapted reading and writing programs that assist students to improve academically. Through the support of Title 1 funding supplement support courses in English and math are in place to support identified student groups towards intensive intervention. Title 1 funded supplemental support courses will monitor the progress of students through the District's RenLearn program and progress in the core programs for English and math. English Learners are provided instructional academic core instruction through the Read180 and Systems 44 program, which may be funded by State supplemental and/or Federal Title funding.

The Santa Maria Joint Union High School District provides support for conditions for student learning through a variety of social-emotional support programs. This includes outside support agencies that connect parents and students to community based support programs, such as homeless shelters, food banks, and community health services. Coordinating services through outside agencies provides students with the social-emotional support toward academic success. Every school site is provided with a program specialist to support and monitor foster youth both academically and social-emotional. Every student in the District is provided and developed a five-year educational plan supported by counselors, English course curriculum, and a digital portfolio. The District has completed its first year of Restorative Approaches, which provides the social-emotional and behavioral support to students and strategies for teachers and support staff.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

The Santa Maria Joint Union High School District is making progress in reducing discipline rates from removing students from the classroom. The District has completed its first year of Restorative Approaches, which has provided students to work with teachers to reduce conflicts and address student concerns through healing circles. Students who are at-risk, the District will implement services through its own evidence base support system, POR VIDA Program. The POR VIDA program helps students academically that are transitioning from juvenile hall, probation, or academically at-risk of not graduating. The POR VIDA Program will include a parent engagement component toward understanding and positive relationships.

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

The Santa Maria Joint Union High School District will continue extending its sequence of Career Technical Education (CTE) Pathways to fit the College and Career Readiness Indicators. The District's CTE teachers were given time and training to create new course outlines to ensure that all courses were meeting the appropriate CTE standards and placed in a course sequence, leading to over 350 hours of students focused skill building. Effectiveness is by focusing on the standards and the appropriate sequencing in our pathways have increased approximately 20% in the number of students deemed as a completer, compared to last academic year. In addition, the student that applied for and were granted industry certifications also increased by approximately 35%. The District has extended its CTE Pathway program into the local community college by sharing advisory committees, adding concurrent enrollment, and aligning our programs, and began planning extensions at middle school level. Industry partners have been included as part the process as added advisers, work-based learning opportunities, and other partnership actions to bridge the gap between our schools and the high-pay, high-growth employment opportunities.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

The Santa Maria Joint Union High School District Title 2 funding supports the professional practices and the evolving standards of teaching. The District's Teacher Induction Program (TIP) is in conjunction with the county office of education. TIP is support and coordinated by a District teacher who meets with teachers through a variety of activities through out the school year. Each District teacher participating in the program is provided a mentor for the two year period of participation which both will participate in a variety of activities together. The District's Title 2 funding also provides teachers on special assignment to progress monitor, assist with placement, and inform and support teachers of identified student at risk in math or English. The academic year 2018/2019 will be the first time in the area of science that the District will have teachers on special assignment to support NGSS implementation.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

The Santa Maria Joint Union High School District promotes parent, family, and community engagement in the education of English Learners through a variety of programs and services. The programs and services in the District's LCAP are primarily in Goal 2 and Goal 7, aligned to State Priority 3, Parent Involvement, and State Priority 6, School Climate. The District's parent engagement programs include Parent Institute for Quality Education (PIQE) and Parents On a Mission (POM). PIQE provides parents with resources toward learning the educational process for graduating high school and college and career readiness. POM provides parents with identified strategies on building a positive relationship with their children. Both programs are provided in English, Spanish and Mixteco. Support for parents that speak Spanish or Mixteco, District translators are provided at each of the school sites with a District provided a hotline for Mixteco parents. In addition to the parent engagement programs, each site has developed their own parent engagement nights, which are coordinated by site administration and site counselors. Educational topics include college and career readiness, financial aid, CTE, and other school informed initiatives. These meetings are supported with Spanish and Mixteco translators.

District DELAC is representative of all schools in the District. Throughout the year, DELAC reviews and discusses compliance issues and data. DELAC members provide input on all EL federal funds as well as the District's LCAP. DELAC, site ELACs, and School Site Council teams all provide input to the development and annual review of parent engagement.

The District has developed its Ethnic and Gender Study (EGS) program. Parents have been very supportive of the EGS program as it has promoted parent engagement and student disconnectedness. The academic year 2018/2019 the following courses will be implemented, Identity and Culture for Spanish Speakers III, Cine y Teatro for Spanish Speakers II, Ethnic and Social Justice in U.S. History, Mexican America, and Latino/a Literature. Student and enrollment and GPAs will continue to be monitored to determine effectiveness.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

The Santa Maria Joint Union High School District is made up of three comprehensive high schools and one continuation high school. All four schools are Title 1 school-wide. The District's percentage of free and reduce status of students is 72.87%. In order to provide additional services and programs school sites are supported based on the percentage of students at each of the school sites based on free and reduce status to make the greatest impact on students of poverty.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Santa Maria Joint Union High School District assures that low-income students and minority students are not being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. This is not an issue for the SMJUHSD, but if it became a concern there would be a plan to assist teachers in completing credential work. Professional development is already an ongoing commitment for all teachers, but there is a specific support through the District's Peer Assistance Review (PAR) for struggling teachers.

Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).
Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Santa Maria Joint Union High School District is committed to implementing effective parent and family engagement. The District is committed to providing parents the support for their students to become college and career ready. In order to ensure parent engagement in all schools, a parent survey will be conducted in the fall of 2018 to identify any needs. The outcomes of the survey will be reflected toward the support of District Parent Advisory Committee, DELAC, MPAC, ELAC and school site councils. Agenda items will be built around the need of the survey to support possible actions/services toward the District LCAP and/or other plans in the District including school site plans. Parent engagement strategies are informed through parent voice and empowerment to ask questions. Supportive activities will engage parents to participate in collective Socratic Seminar practices. Support will be given for meeting supplies, hospitality, and childcare. The District is supportive of parents as key stakeholders in consultation of our LCAP and advising opportunities to further enhance our relationships.

Parent engagement in the District is a high priority. The District has a partnership with Allan Hancock College and University of California, Santa Barbara. Through these partnerships and through site administration and counselors, college readiness nights are coordinated. Assistance for students and parents are provided for financial aid applications. The parent nights are supported with Spanish and Mixteco translation and flexible meeting times. All schools provide Parent/School Compacts for their families.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Santa Maria Joint Union High School District contracts with the Santa Barbara County Office of Education to provide a community school program for students who have been expelled from the District. Students are identified as they go through the expulsion process.

The SMJUHSD provides services for who are court-ordered group home placements and living in District attendance boundaries. The District provides a program specialist that supports and advocates for student needs and monitors their academic progress.

All schools in the SMJUHSD are Title 1 schools. All schools are school-wide programs and are compliant with all state and federal requirements such as the Parent/School Compact, Parent Involvement Policy, and Annual Title 1 meeting. Each school conducts a needs assessment that describes the methods and instructional strategies that strengthen the academic program. Spending of Title 1 funds are tied to outcomes that could increase the quality of student learning, help provide enrichment and learning of curriculum, and address the needs of those at risk of not meeting academic standards.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Santa Maria Joint Union High School District has coordinated homeless services through a District Homeless Liaison. The District Homeless Liaison works with all school sites coordinates with site administration and site counselors (PPS) to provide direct service to homeless children and youth to ensure that their educational needs are met. The District Homeless Liaison coordinates with community-based organizations to provide mental health services, food resources, school supplies, clothing, shoes, personal hygiene supplies, referrals to low or no-cost medical, dental and vision services, participation in the District free and reduce lunch program, free transportation, refer families to housing resources and provides city transit passes during the school year.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Santa Maria Joint Union High School District serves the grade span of students in grades 9 through 12. There are four public school districts and a variety of private and charter schools that transition in our District. Students transitioning into the SMJUHS are registered by each of the school sites pending the area of attendance. Administration and school counselors provide student presentation to each of the incoming 9th grade students at each school site and meet individually with the student and parent to select courses and registration. Each of the comprehensive school sites has an Early Academic Outreach Coordinator through the University of California, Santa Barbara, to support and assist students with college readiness. California State University, San Luis Obispo, provides college readiness support through their program "Educational Talent Search". Allan Hancock College (AHC), also supports our student for college readiness. AHC provides support staff to the comprehensive sites and the continuation high school students. The District partners with CALSOAP to support students with the completion of student FAFSA that includes parents. CALSOAP has been a partner in providing tutoring services for our students. The District used CALSOAP to provide college age tutors to assist students academically during school hours and after school. All schools provide college and career nights that are attended by parents. College and career fairs are partnered with AHC and UCSB.

SMJUHS partners with AHC in its concurrent enrollment program. The District is now offering concurrent enrollment courses at all three comprehensive sites as well as maintaining articulated courses. Students meet with their school counselors and AHC counselors regarding advisement on concurrent courses and college readiness. Students in the SMJUHS have access to online software (Career Cruising) to research potential colleges and career opportunities. SMJUHS students each year take a college career interest inventory survey to support each student's interest. All teachers in the District have access to the data collected from the survey to provide interest in class discussions and lessons that have particular ties to career oriented interest.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A LCFF funds are used to serve student talents. LCFF funds provide digital literacy through the District's one-to-one device program with each of the sites have an TOSA to support all digital learning.

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Santa Maria Joint Union High School District provides an extensive professional development growth program that provides an opportunity for all staff. The District's current focus toward professional development is with core departments. The academic year 2018/2019 will be the second year of English implementing its new textbook adopting and implementation of the curriculum. English teachers are supported with a regularly scheduled site PLC meetings and District English meetings are held regularly throughout the year. District English teachers include professional development for English Learners. The District will consult with Santa Barbara County Office of Education to support the expanding need for pedagogy and implementation of ELPAC compliance. The District will implement a math professional development plan for the academic year 2018/2019. Math departments will meet six times throughout the year with contracted math specialist on pedagogy and content training that will include site administration. Site math departments have PLC time to meet and reflect on training and progress. The District science program is in its third year of implementation toward NGSS. There is a District NGSS Leadership Committee composed of teachers and administrators that meet regularly. This is the first year that TOSAs will be provided at each of the sites to support teachers with NGSS. The NGSS Leadership Committee has developed a professional development plan that will continue to support science teachers throughout the year. The District social studies program will continue to provide support with the new instructional shift of new standards. Throughout the support for core programs, SPED is included in all professional development. CTE is a growing part of the District. CTE is supported as it expands its pathways and its extensive professional development in its own standards, but also includes the support of CCSS. Professional development for the District continues to expand, although the focus may be the core, all other departments are supported in professional development. This is to mention that all departments are provided a designated time to meet on regular bases throughout the year in their PLC.

The District also provides professional development for social-emotional learning. The District will continue with the Community Resilience Model (CRM) and Psychological First Aid training. The District is seeking to send counselors to Trauma Resilience Model training to continue their professional development toward addressing the needs of our students.

The District's Teacher Induction Program (TIP) is coordinated in a joint effort with Santa Barbara County Office of Education. The District coordinator for TIP is a District teacher who receives a stipend, which they will meet with TIP teachers and mentors once a month with planned activities that are coordinated by SBCOE. Teachers in TIP are supported through District sponsored professional development. Beyond assisting teachers in clearing their preliminary credential and welcoming new teachers the program help with effective training, keeping current with evolving standards and practices by working with peer master teacher mentors. The District also has a support system to assist tenured teachers. The District's Peer Assistance Review (PAR) program is in agreement with the teachers association and is part of the teachers association contract. Administrators are provided support through District Administration and monthly meetings with the Superintendent and Cabinet-level administrators.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Santa Maria Joint Union High School District prioritizes funding to support targeted programs and resources based on the needs of students. Based on unduplicated counts in the District, English learners are a high priority. A third of the District's LCAP funding is targeted for the EL program. The District EL program is extensive and is an area of student academic growth. The EL program is supported with staffing, instructional aides, District-wide curriculum, newcomer support and additional needs. Funding provided to District unduplicated students have and continue to prioritize support for staffing, professional development, instructional programs, parent engagement, student engagement and behavioral support. Identified student needs are processed through stakeholder groups. Through input and dialogue from stakeholders, which also includes student data, the District is confident to establish prioritized needs toward serving the need of targeted programs and comprehensive support systems. This structure allows for District leadership and stakeholder to monitor students based on students needing academic support, students needing social-emotional support, or students needing guidance towards graduation requirements and preparation for college and career.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Santa Maria Joint Union High School District uses a variety of data to continually update and improve student achievement. The District uses its standard metrics based on state priorities and State and local indicators in the LCAP and targeted monitoring metrics in each school's SPSA. The District uses RenLearn for student placement and student progress monitoring. This structure exists at all school sites with scheduled assessments three times a year. Assessment data from these three assessments are reviewed at the District level and site level. Site TOSAs distribute the data to both math and English teachers to monitor growth based on scale scores and grade equivalency growth. The District also implements an assessment management system for benchmark assessments on SBAC progress in grades 9th, 10th, and 11th grades. SBAC benchmark assessments assist with informing teachers on instructional content, pedagogy, and spiraled activities for reinforcement of student comprehension. The District assessment management system is also used by site departments to administer common formative assessments to inform instruction. The District is committed to the development of its data practices during this innovative window of education in a joint and collaborative effort of transparency with our professional colleagues. As a collaborative community, data continues to be shared with stakeholders and reported to employee groups, the Governing Board, parents, and the community. The analysis of data will be used to guide responsible allocations of resources to ensure safe, productive learning environments with the greatest impact toward educator effectiveness.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Professional learning days will continue to be a priority for ELA/ELD Pathway and content teachers who work with English Learners. The district supports one EL Academic Specialist to provide teachers with ongoing professional learning days throughout the school year. Areas of focus include, but are not limited to: provide training for classroom teachers on researched-based instructional strategies for English learners; integration of ELD standards, unit planning and curriculum mapping; analysis of student ELPAC data; and effective strategies for culturally diverse students using culturally responsive supplemental texts and activities. Training for new and continuing teachers using Scholastic's researched based READ 180 and System 44 programs will continue. Teachers who teach the SAAS (Student Academic Achievement Seminar) course will be provided with training on the Write Brain curriculum to support the ELA writing component of the class for English Learners. SAAS teachers will look at restructuring the course to include ELPAC practice lessons through strategic instructional activities aligned to ELD standards. Teachers will develop and implement a protocol for conducting individual ELPAC chats with all of their students to review their scores.

Professional development will be provided for ELA/ELD teachers, site administrators and TOSAs to analyze student ELPAC data, analyze practice questions to identify alignment with ELD standards that address task types and skills (reading, listening, speaking and writing). The focus will be on analyzing school/district wide performance areas across all ELPAC domains to develop strategic areas of focus in reading and writing. Each site will pilot several double block pilot courses paired with a designated period of ELD targeted support for EL students. Pilot courses will include research based program curriculum using Language ! and Reading Plus. Professional development days will be scheduled for teacher collaboration. Each site will monitor data and metrics to measure lexile growth and overall student achievement. The results will be reviewed at the end of the year.

A team of school leaders and support staff will attend a training on how to better support the needs our immigrant and refugee students. Professional development days will be scheduled to specifically look at data, concerns, characteristics and needs of newcomer students. Instructional strategies on how to better support the learning gaps will be addressed.

Bilingual Instructional Assistants will be provided with professional development throughout the school year on collaboration and minimum days. Training will be focus on instructional strategies to be more effective in the classroom. Strategies will include how to effectively model examples, how to restate or simplify questions, checking for student understanding through the use of open ended questions, and how to help students to navigate supplemental resources such as glossaries, dictionaries, graphic organizers and other teacher materials.

All professional development trainings will be made available to school administrators, ELA/ELD department chairs and English teachers on special assignment (TOSAs). The EL Academic Specialist will continue to work collaboratively with counselors, teachers and administrators to monitor, evaluate and place students into their ELA/ELD Pathway courses using multiple academic and non-cognitive indicators. Counselors will work with the EL Academic Specialists to implement a new progress monitoring tool for EL students who are reclassified to ensure continued progress is being made. Training on the use of the tool will be provided. Training will be provided for the recently hired data specialist on the use of the READ 180 software to better support teachers; ELPAC administration; and the use and implementation of a new reclassification monitoring tool to monitor student progress. The EL Academic Specialists will continue to receive professional development on how the ELPAC tasks types are connected to ELD standards, as well as high leverage instructional strategies to support student learning to meet the State's challenging academic standards.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district has a total of 246 immigrant students. Newcomer cohorts were created at all school sites to better support immigrant students. Newcomer cohort classes include teachers from all content areas (ELA/ELD, math, science and history social science). Newcomer and immigrant students are provided with an ELA/ELD Entry course during the summer to further develop their language acquisition skills. Core content courses are also offered in the summer for students who received a failing grade, or enrolled late during the school year and did not complete the full course. A full-time counselor is available during the summer to meet with every immigrant student enrolled in the program to review academic goals, progress, career pathway options and interventions. Newcomer and immigrant students are provided with additional learning opportunities through cultural and university field trips at each school site.

Culturally responsive supplemental texts, activities, and guest speakers are incorporated into the ELA/ELD curriculum. Bilingual Instructional Assistants are assigned to newcomer courses based on the number of immigrant students (in U.S. < 24 months). They provide students with support in the classroom and during afterschool tutoring. They also provide translation and interpretation support in the classroom as needed and assist students to navigate a new school system.

Migrant School Advisors provide immigrant students with health screenings and afterschool/evening workshops during the year on topics such as college readiness, career pathways, and higher education. Students are invited to attend the Viernes Familiar evening conference with their parents. The conference is held annually and provides workshops and guest speakers on relevant topics. Immigrant students are provided with opportunities to participate in university summer enrichment activities, leadership conferences and university field trips during the school year.

Counselors provide ongoing group sessions for immigrant students, so that students can talk, share their experiences in a safe place with like-peers. Counselors also provide presentations based on topics that students generate. A team of school leaders and support staff will attend a training on how to better address the social, emotional and educational needs of immigrant students. The team address concerns, identify student characteristics, needs, learning gaps, and instructional strategies to better support students.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The SMJUHS district has increased and improved services for English learners over the past several years to meet the challenging State academic standards. The Newcomer Cohort is designed for English Learners whose English proficiency is at an ELPAC level 1, minimally developed, or level 2, somewhat developed who have been in U.S schools for less than 24 months. The READ 180 and System 44 research based curriculum are used. Regular progress monitoring is conducted and data is analyzed to determine if the student has demonstrated ability to accelerate to the next course. Newcomer Cohort classes provide students with access to the core curriculum using the ELA/ELD framework and integrate the use of SDAIE strategies. Bilingual Instructional Assistants are placed in all newcomer classrooms to provide small group instruction and afterschool tutoring. Special supports include student to teacher ratios of 24:1, culturally relevant supplemental materials, afterschool tutoring, online credit recovery options, and summer programs. A team of school leaders will meet to address concerns, characteristics, and data regarding the learning gaps of our newcomer students. The team will look at the existing newcomer pathway to determine effectiveness and explore options to include additional support through an extended day newcomer support center.

Designated EL support courses (ELD 1 & 2) are offered for EL students for students in the U.S. School less than 5 years using the READ 180 program. Opportunities for acceleration are provided as a student increases their literacy skills. English I & II Intensive courses provide students with access to the core English program in addition to a period of designated ELD support as an intervention for reading, writing a literacy support. In an effort to increase students EL student achievement levels and to meet the challenging State academic standards, several support courses were piloted this year. EL Support classes will provide students access to the core and will provide an additional period of designated EL support. The pilot courses are designed to target reading, writing and literacy through the use of either Reading Plus, Language ! or other research based programs. The pilots will include a emphasis on ELPAC prep activities aligned to EL roadmap standards. Pilot teachers and administrators will meet in the spring to review data and metrics for lexile growth and student achievement.

The EL Academic Specialist will develop ELPAC test prep activities and high leverage strategies on a shared drive for all teachers to use. Procedures for conducting teacher-student ELPAC chats and a rubric will be developed and piloted sprint of 2019.

A new progress monitoring tool for RFEP students will be piloted in the spring of 2019 to assist counselors and teachers in monitoring the academic progress of students and to provide appropriate interventions. Supplemental/intervention services will include after school tutoring, credit recovery both during the school year and in the summer. Students will have the opportunities to participate in college and career readiness presentations and field trips held throughout the year. The Student Academic Achievement Seminar class (SAAS) will continued to be offered as a support course during the school day. The SAAS course includes college and career exploration, the development of public speaking and writing skills using AVID strategies. The Write Brain curriculum will be used this year to expand the writing process, literacy and a culminating project which includes the publication of a children's book written by each student. A committee of teachers and administrators will meet to review the SAAS curriculum for next school year (19-20') and to strategically target LTELs who need additional academic support in order to meet the challenging State academic standards. The committee will also include ELPAC test prep activities and ELPAC chats.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (C) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The district will continue efforts to ensure that all English Learners receive academic and instructional support necessary to achieve English proficiency on the State's English Language Proficiency Assessment and in meeting the challenging State academic standards. Professional development and coaching will continue for new and current ELD/ELA pathway teachers, TOSA's and bilingual instructional assistants. The EL Academic Specialist will work with Pathway PLC groups throughout the year to plan, review achievement data, and to revise curricular maps that are aligned to the State's challenging academic standards. Professional development will focus on how to better address student learning gaps and research based instructional strategies to better support student learning. A student/teacher ratio of 24:1 will continue to be supported in all pathway courses. The district will continue to use Scholastic's Read 180 Program and System 44 research based curriculum in ELA/ELD Pathway courses. The district will continue to monitor pilot intervention courses being offered using Language! and Reading Plus research based programs. The district will seek hiring of an additional bilingual instructional assistant to support Mixteco students.

A leadership team comprised of teachers, TOSAs and administrators will continue to meet to ensure that ELD courses are aligned ELA/ELD standards and to ensure equal access to the core curriculum. Program placement will focus on multiple measures of student achievement data involving input from teachers, counselors, and TOSAs. Students will be provided with opportunities for remediation and acceleration. The Student Academic Achievement Seminar (SAAS) class will be re-focused to provide academic support for Long Term English Learners (LTELs) and will incorporate high leverage instructional strategies to increase achievement on the English Language Proficiency Assessment. ELPAC chats will be incorporated into SAAS and EL classes, so that students can be involved in determining their achievement goals. Literacy support will continue to be a focus in the SAAS class using the Write Brain curriculum which is aligned to the ELPAC and ELA/ELD standards.

Additional professional development will be provided to pathway teachers on how to better address the academic and social needs of our newcomer/immigrant students. A team of teachers, administrators, TOSAs and counselors work together to review characteristics, student needs, to be better able to address student learning gaps. The team will look at programs and services that may be offered through extended day opportunities to provide additional support to enhance student learning. Afterschool tutoring, intervention and advancement opportunities will continue to be offered through summer school, online credit recovery programs and enrichment activities and university field trips.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Santa Maria Joint Union High School District currently does not receive Title IV, Part A funds at this time, but will be applying on this year's CONAPP. If funds are granted to the District, the focus will be on developing STEM enriched core courses and the need to support safe and healthy students. There is a need to develop STEM enriched core courses for students to develop and build skills through adaptive hands-on experiences. There is also a need to provide additional support for students struggling with social-emotional behaviors that may affect their academic progress. Overall, these two areas would be a great benefit to the District if it were to receive funding.