Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
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Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

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

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	7	1.50%
Total Teacher Misassignments	43	10.4%
Vacant Teacher Positions	20	4.27%

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

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	4

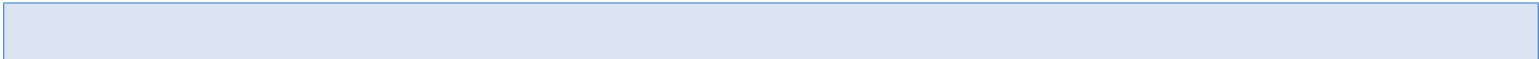## Implementation of State Academic Standards (LCFF Priority 2)

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

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

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

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

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

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

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

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

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

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**

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

Academic Standards	1	2	3	4	5
Career Technical Education				4	
Health Education Content Standards				4	
Physical Education Model Content Standards				4	
Visual and Performing Arts				4	
World Language				4	

Support for Teachers and Administrators

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

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

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)
6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction
Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions
This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

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

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				4	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				4	
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.			3		
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				4	

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

The District administer a social-emotional survey in the Fall of 2022 to parents, students and staff. The data from the 2022 Fall survey shows an increase in favorability for family school climate from 45% to 54%.   The past area of focus has been family engagement and from the data from the Fall 2022 survey it shows a growth from 23% for family engagement to 82%. Student school engagement has remained steady at 20% with the desired outcome to rise to 54%.

The 2022 Fall survey results show an increase in school climate for staff with a favorability from 50% to 56%.   The data reflects favorable responses for positive attitudes (49%), respectful relationships (64%), and a positive work environment (54%).

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

The District recognizes that student school engagement needs to improve from the current 20% favorability, targeting an increase on school mindset and school teacher-student relationships. Building relationships between school staff and families has greatly improved and will continue to a goal of the district to maintain and improve. Providing the parents and staff the opportunity to participate in a Fall 2022 and Spring 2023 social emotional survey provides the District's Climate Leadership Team to review data and implement strategies to build trusting relationships.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

The Santa Maria Joint Union High School District's capacity to build trust through its relationships with parents/guardians is developed by educational partnership collaboration. The staff has participated in school-sponsored parent events, parent/guardian conferences, parent/guardian zoom meetings, student achievements, and student events. The Parent Advisory Committee for both English, Spanish, and Mixteco families participated monthly meetings to discuss the development of the Local Control Accountability Plan 2023-24, and the process for completing the annual updates for families to express their ideas.

The District's Parent Engagement Coordinator coordinated a variety of parent activities. The Parent Engagement Coordinator also implemented the Family Resource Center for the 2022/23 school year. Parents have participated in a variety of training such as navigating ParentSquare, college and career presentations from AHC, STEM, SEL, PIQE, ESL classes, Parent health night, STEM Program in Spanish and Mixteco and more. The District developed a Parent Mixteco advisory committee where Mixteco parents learned about safe communities, parent communication, parent advocacy, and mental wellness support.

The District's efforts to learn about our community's families' strengths, cultures, languages, and goals for their students are evolving to a better understanding. The District's Ethnic and Gender Studies (EGS) program is expanding with an Intro to Ethnic Gender Studies being taught at each of the school sites. The District has continued support for our Mixteco families with its expanding interpretation services and instructional aides. The District is considering implementing a parent center to support the needs of parents/guardians and increase engagement for the following academic year. Promoting academic student goals, the District is expanding its counseling services for school-based mental health and creating Wellness Centers at each of the sites.

More than 300 SMJUHSD students from PVHS, SMHS and ERHS transformed the cultural card game Lotería into images that represent themselves. The students created painted images to reflect social justice, cultural preservation, and community empowerment. This project was made possible through a school-community partnership between Corazón del Pueblo/Cultural and Creative Arts Center of the Santa Maria Valley (Curator Abraham Melendrez) and SMJUHSD.

The District's communication with parents/guardians is a priority. The communication system ParentSquare is utilized to send Post and Messages which are provided in English, Spanish, and Mixteco. Through this communication process, parents/guardians participate in District Board meetings, District English Language Advisory Committee, Migrant Parent Advisory Committee, English Language Advisory Committee, and Parent Advisory Committee meetings.

Section 2: Building Partnerships for Student Outcomes

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

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

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	

Building Partnerships	1	2	3	4	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.			3		
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

The District continues to provide families with a variety of information and resources for student learning. The District provided families with information throughout the year on all of the services that are offered to prepare student to be College and Career Ready. The advocacy for parents/guardians is supported through the various parent meetings through the school sites or the District. Parent/guardians participate in school site meetings, such as the English Language Advisory, School Site Council, school-wide meetings, and our contracted service parent engagement meetings. District-sponsored parent/guardian engagement the District English Language Advisory Committee, Migrant Parent Advisory Committee, and Parent Advisory Committee. Parents/guardians participated in advocating for their students throughout the academic year.

The process for monitoring student progress has been in place and continues to provide data to teachers and administrators to support student learning. Teachers are provided with three progress monitoring reports throughout the year to communicate to parents/guardians.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

The 2022 Fall survey results for students have shown some improvements and decreases in student outcomes. The data reflects a decrease in favorability for the following, student mindset down 4%, belonging down 1%, and engagement down 3%. There was an increase in School Safety up 7% and School Climate up 3%. There will be a focus on improving school teacher-student relationships to increase the current 38%.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

The District will continue with the District Climate Leadership Team to review survey data to provide effective strategies to improve student outcomes.

Section 3: Seeking Input for Decision-Making

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

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

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

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

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

The District's strengths for seeking input for decision making process is through engaged dialogue and collected survey data. Survey data is collected in the Fall and Spring each year from Staff, Students and Parents. Monthly Parent Advisory meetings were held to discuss the implementation of the LCAP and collaborate on improvement throughout the year.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

School sites engage families in the decision-making process through school site council, shared decision making, English Language Advisory Committee, and other advisory groups.

Parents/guardians participate in District advisory groups, such as the Parent Advisory Committee, District English Language Parent Advisory Committee, and the District English Language Advisory Committee. The District actively engaged parents/guardians in the decision-making process in reviewing goals and actions for the 2023-24 LCAP.

The district will continue to work with sites to help improve engagement through the Counseling team evening meetings and other District ran meetings that provide information for other community programs that are available for support.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

The District's efforts to engage our underrepresented families is continued through in-person meetings and the building of an enriched decision-making process. Families in our District are active in meetings where their engagement provides opportunities to learn, voice their opinion, and listen to the voice of other educational partners.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

The California Healthy Kids Survey (CHKS) was given to students in the Fall of 2022. The student data for school connectedness reveal that 45% of ninth-grade students an average reporting of "Agree" or "Strongly Agree," and 43% of eleventh-grade students an average reporting of "Agree" or "Strongly Agree," with our continuation high school students an average reporting 68% "Agree" or "Strongly Agree." The question "Caring Adult Relationships" reported 47% (9th-grade), 48% (11th-grade), and 69% (continuation HS) for "Agree" or "Strongly Agree." The question "Meaningful participation at school" reported 28% (9th-grade), 18% (11th-grade), and 28% (continuation HS).

There were differences among the continuation high school students and comprehensive 9th and 11th-grade students in the responses for perceived school safety. 80% of continuation high school students reported "safe" or "very safe," compared to 41% of 9th-graders, and 42% of 11th-graders. Academic motivation was 57% for 9th, 58% for 11th and 68% for our continuation school. The District professional development plan includes continued training in restorative practices, cultural proficiency, and social-emotional well-being support for all students toward the improvement of student connectedness and school safety.

The 2022 Fall Panorama survey results show an increase in school climate for staff with a favorability from 50% to 56%. The data reflects favorable responses for positive attitudes (49%), respectful relationships (64%), and a positive work environment (54%).

The 2022 Fall Panorama survey results for students have a slight increase in favorability. The data reflects a increase in favorability for student climate 38% to 41%, and continued belonging 26% to 26%, and engagement 20% to 20%.

Parents feel 76% feel supported in the amount of academic and social support they provide their child with outside of school. And 54% are favorable in the overall social and learning climate of the school.

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

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

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

The Santa Maria Joint Union High School District uses various locally selected measures to ensure student have access to a broad course of study. Student placement occurs through the District's research-based assessment tool for English and math. Spanish speaking students who are English Learners are assessed in Spanish to assure proper placement and support to maintain their academic primary language. Progress monitoring is performed three times a year to all 9th, 10th, and 11th-grade students to provide data and supports through interventions. The District uses its student information system to develop and monitor every student's four-year academic plan. Counselors monitor students' courses toward graduation requirements and A-G completion. All comprehensive sites provide college and career awareness including financial aid. The District provides all school sites access to the University of California Transcript Evaluation Service (TES) which provides student progress on A-G course completion. These services are essential for the success of low-income, foster youth, and English learner students. The District uses a software program to collect the interest of students regarding College and career readiness by having them take an interest inventory each year to focus their plans after high school and guide their academic pathway.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

The Santa Maria Joint Union High School District assures that all students have access to a broad course of study through the various structures in our school sites. Some schools offer the same Career Technical Education (CTE) programs, while other school sites may offer specialized CTE pathways. Students have opportunities through the District's open enrollment process to enroll at schools that may offer different programs that are not available at the school in their boundary. Transportation is provided for all students enrolled in courses at the MRCTE Center. English Learner students who enroll in the District with primary grade-level language acquisition are placed properly into content and designated English Language Development courses. The district's instructional strategic plan includes measures that directly increase the A-G completion and graduation rates for English Learners, foster and homeless youth, and students with disabilities. The district has steadily increased its number of co-teaching sections. Special and general education teachers collaborate regularly to ensure they are meeting the needs of our students. Students with disabilities regularly participate in one or more course pathways.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

The District's barriers identified toward a broad course of study are varied. The District is working with teachers and site administration to ensure that master boards are flexible in meeting the needs of students. English language learners who are in the country for 12 months or less have a great academic span of needs as with students with disabilities. Because SMJUHSD is a high school district, it enrolls students from five different school districts, making it challenging to place students. There is also a need to provide continuous training to teachers, site administrators, and counselors as change in staff occur. The implementation of intervention courses should be structured similarly throughout the District as students move from one school to another.

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

The creation of the Data Analyst position has dramatically increased access and analysis of student and course enrollment data. English college preparatory courses that support the transition of English Learners align with ELA and ELD standards. The District is currently working with teachers and counselors to structure academic alignment and support English Language Development designated support courses. Special education teachers are developing a professional learning plan that addresses the needs of special education students. Co-teaching with special education teachers serves special education students' needs in core content courses, promoting success and academic development. Science teachers are provided continuous professional learning and have created a NGSS pathway that includes Physics of the Universe, Biology of the Living Earth, and Chemistry in the Earth System courses. All three are A-G approved (D), which is expected to increase the number of students meeting this CSU/UC eligibility requirement. Math teachers will be enrolling all incoming students in Algebra 1 or Geometry courses and are providing support classes. The District's state-of-the-art MRCTE facility is open with pathways added each year.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

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

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within					

Coordinating Instruction	1	2	3	4	5
the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					

Coordinating Services	1	2	3	4	5
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					