

# SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT

## BOARD OF EDUCATION

### CSBA Professional Governance Standards

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

#### THE BOARD

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

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

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

#### THE INDIVIDUAL TRUSTEE

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

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

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



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

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

## **RESPONSIBILITIES OF THE BOARD**

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

### **Effective boards:**

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

# SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT BOARD OF EDUCATION

**Regular Meeting  
June 15, 2021**

Spanish: <https://www.youtube.com/channel/UCvP0f03ekQDsiYfv6OFfbfg>  
Mixteco: <https://www.youtube.com/channel/UCviEi9hvcQI96poD0PDiSIA>  
English: <https://www.youtube.com/channel/UCvPYs34lm9h0dAwgfi-gDGg>

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

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

*This meeting is being conducted pursuant to Executive Order N-29-20 issued by California Governor Gavin Newsom on March 17, 2020. Consistent with these orders the Board room will not be open to the public for this meeting. Any or all Board members may attend the meeting by phone or videoconference platform. Archives of meetings are available on the District’s website at [www.smjuhsd.k12.ca.us](http://www.smjuhsd.k12.ca.us).*

*The District is committed to swiftly resolving any requests for reasonable modification or accommodation for individuals with disabilities who wish to observe the meeting, please contact Tammy Rhine at (805) 922-4573, extension 4202 by 5:00 p.m. on June 14, 2021.*

If you would like to address the SMJUHS Board of Education at the June 15, 2021 meeting for either open or closed session items, see the options for participation below.

1. In writing: Submit your comment via email and list the agenda item page and number or reference if you wish to leave a public comment, limited to 250 words or less, to the Assistant to the Superintendent, Tammy Rhine, by 5:00 p.m. on June 14, 2021. The email address is [SMJUHS-Public-Comment@smjuhsd.org](mailto:SMJUHS-Public-Comment@smjuhsd.org).

2. By phone: If you would like to make a comment by phone, please call 805-922-4573, extension 4202 and state your name and phone number. Someone will return your phone call to take your public comment over the phone. Request for addressing the Board by phone must be received by 5:00 p.m. on June 14, 2021. Please note: The time limit to address the Board may not exceed two minutes. The Board is not required to respond to the Public Comment.

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## I. OPEN SESSION

### A. Call to Order

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**II. ADJOURN TO CLOSED SESSION**

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

- A. Certificated and Classified Personnel Actions** – Government Code § 54957. The Board will be asked to review and approve hiring, transfers, promotions, evaluations, terminations, and resignations as reported by the Assistant Superintendent, Human Resources. **Appendix A**
- B. Public Employee Performance Evaluation** – Government Code § 54957, subd. (b)(1) Title: Superintendent

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**III. RECONVENE IN OPEN SESSION**

- A. Call to Order/Flag Salute**

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**IV. ANNOUNCE CLOSED SESSION ACTIONS** – Antonio Garcia, Superintendent

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**V. REPORTS**

- A. Superintendent’s Report**
- B. Board Member Reports**

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**VI. ITEMS SCHEDULED FOR ACTION**

**A. GENERAL**

- 1. Ratification of Memorandum of Understanding (“MOU”) between the Santa Maria Joint Union High School District and the Santa Maria Joint Union High School District Faculty Association CTA/NEA regarding additional professional development days for certificated employees. – Appendix B**

Resource Person: Kevin Platt, Assistant Superintendent of Human Resources

The District has reached a tentative agreement with the Faculty Association (FA) regarding Assembly Bill (“AB”) 86, designed to provide expanded learning opportunities to address learning recovery efforts. One way the Parties hope to address learning loss is by providing additional related professional development for certificated employees.

The Memorandum of Understanding (MOU) dated June 10, 2021 will take effect pending approval by both parties. (see Appendix B)

**\*\*\* IT IS RECOMMENDED THAT** Board of Education approve the Agreement with the Faculty Association as presented.

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

**Roll Call Vote:**

Dr. Garvin \_\_\_\_\_  
Dr. Karamitsos \_\_\_\_\_  
Ms. Perez \_\_\_\_\_  
Mr. Palera \_\_\_\_\_  
Ms. Lopez \_\_\_\_\_

**2. Approval of Revised School Calendar for 2021/2022 – Appendix C**

Resource Person: Kevin Platt, Assistant Superintendent of Human Resources

The recommendation for the Revised 2021/2022 School Calendar is presented in **Appendix C**.

**\*\*\* IT IS RECOMMENDED THAT** Board of Education approve the Revised 2021/2022 school calendar as presented.

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

**Roll Call Vote:**

Dr. Garvin \_\_\_\_\_  
Dr. Karamitsos \_\_\_\_\_  
Ms. Perez \_\_\_\_\_  
Mr. Palera \_\_\_\_\_  
Ms. Lopez \_\_\_\_\_

**B. INSTRUCTION**

**1. Approval of the Local Control Accountability Plan (LCAP) – Appendix D**

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

The Board of Education was presented a draft of the Local Control Accountability Plan (LCAP) for review at the June 8, 2021 regular board meeting.

Education Code §52062, requires that the Governing Board conduct a public hearing (which was held at the June 8, 2021 meeting) to review its Local Control Accountability Plan (LCAP) at the same meeting as the hearing for the District’s budget, with adoption of both to follow at a subsequent meeting. The full report is available on the district’s website.

**\*\*\* IT IS RECOMMENDED THAT** Board of Education approve the Local Control Accountability Plan (LCAP) as presented.

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

**Roll Call Vote:**

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

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**C. BUSINESS**

**1. Public Hearing to Receive and Expend Educational Protection Account (“EPA”) Funds**

Resource Person: Yolanda Ortiz, Asst. Superintendent of Business Services

Educational Protection Account “EPA” funds result from the passage of Proposition 30 “Temporary Taxes to Fund Education. Guaranteed Local Public Safety Funding” in November of 2012. As part of the requirements of the law, the money raised from the taxes was to be set aside in an “EPA” account. As per

the District's 2021-2022 proposed Adopted Budget, EPA funds are estimated to be \$14,409,870.

Prior to spending the funds, districts are required to hold a public meeting to discuss and approve the use of the EPA funds. Funds may be spent on virtually any allowable expense other than administrative expenses. For Santa Maria Joint Union High School District, it is proposed that the EPA funds be used for employee salaries, wages, and benefits in the functions deemed allowable under the law. In the months that funding is received, the EPA account will be charged for such allowable expenses. At the conclusion of the fiscal year, and as part of the District's year end closing process, allowable amounts of employee salaries, wages, and benefits will be allocated to the EPA account. In addition, a report showing the expenditure of the EPA funds will be posted, as required, on the District's website. It should be noted that these EPA funds are not "new" money; rather they represent a cut that was avoided with the passage of Proposition 30.

**A PUBLIC HEARING IS REQUIRED.**

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

\*\*\* **IT IS RECOMMENDED THAT** the Board of Education receive public comment, discuss and approve or disapprove Resolution No. 29-2020-2021 regarding the use of EPA funding.

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

**Roll Call Vote is Required:**

Dr. Garvin \_\_\_\_\_  
Dr. Karamitsos \_\_\_\_\_  
Ms. Perez \_\_\_\_\_  
Mr. Palera \_\_\_\_\_  
Ms. Lopez \_\_\_\_\_

**SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT  
RESOLUTION NUMBER 29-2020-2021**

**RECEIVE AND EXPEND EDUCATIONAL PROTECTION ACCOUNT (“EPA”) FUNDS**

**WHEREAS**, the voters approved Proposition 30 on November 6, 2012;

**WHEREAS**, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

**WHEREAS**, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

**WHEREAS**, before June 30<sup>th</sup> of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

**WHEREAS**, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

**WHEREAS**, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

**WHEREAS**, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

**WHEREAS**, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

**WHEREAS**, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;



**WHEREAS**, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

**WHEREAS**, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

**WHEREAS**, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

**WHEREAS**, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.3

**NOW, THEREFORE, IT IS HEREBY RESOLVED:**

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of the Santa Maria Joint Union High School District.

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Santa Maria Joint Union High School District has determined to spend the monies received from the Education Protection Act for the 2021-2022 school year, on employee salaries, wages, and benefits in those non-administrative functions as allowed under the law, up to the amount of funding available.

**PASSED AND ADOPTED** this 15<sup>th</sup> day of June, 2021 by the following vote:

**ROLL CALL VOTE**

**AYES:**

**NOES:**

**ABSENT**

**ABSTAIN:**

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

**2. Budget Adoption for Fiscal Year 2021-2022**

Resource Person: Yolanda Ortiz, Asst. Superintendent of Business Services

Education Code Section 42127 requires that on or before July 1 of each year the Governing Board of the school district shall hold a public hearing on the budget to be adopted for the subsequent year.

Education Code Section code 52062, requires that the Governing Board conduct a public hearing to review its Local Control and Accountability Plan (“LCAP”) at the same meeting as the hearing for the District’s budget, with adoption of both to follow at a subsequent meeting.

The proposed budget for 2021-2022 was presented at the June 8, 2021 meeting and a public hearing was held. The full budget report is available on the district’s website.

Pursuant to Education Code Section 33127, the adopted budget complies with the standards and criteria as established by the State Board of Education.

**\*\*\* IT IS RECOMMENDED THAT** the Board of Education approve the budget for 2021-2022.

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

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

**Roll Call Vote:**

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

**3. ERHS PHASE 2 MODERNIZATION (PROJECT #18-280)**

Resource Person: Yolanda Ortiz, Asst. Superintendent of Business Services

The administration opened bids on June 9, 2021 for the ERHS MAINTENANCE & OPERATIONS BUILDING (PROJECT #18-280). The bid recap and administrative recommendation follows:

BIDDER	BASE BID
RSH Construction	\$14,989,000.00
Harris Construction	\$15,750,000.00
Vernon Edwards Constructors	\$16,161,666.00
AMG & Associates, Inc.	\$16,267,000.00

After review of the four (4) bids received by administration, RSH Construction was determined to be the apparent low bidder.

**\*\*\* IT IS RECOMMENDED THAT** the Board of Education approve ERHS PHASE 2 MODERNIZATION (PROJECT #18-280) to the lowest bidder, RSH Construction, for the bid amount of \$14,989,000.00 to be paid from the H2016 Bond Fund (Fund 26).

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

**Roll Call Vote:**

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

**4. ERHS MAINTENANCE & OPERATIONS BLDG (PROJECT #16-236)**

Resource Person: Yolanda Ortiz, Asst. Superintendent of Business Services

The administration opened bids on June 3, 2021 for the ERHS MAINTENANCE & OPERATIONS BUILDING (PROJECT #16-236). The bid recap and administrative recommendation follows:

BIDDER	BASE BID
Vernon Edwards Constructors	\$1,980,000.00
Quincon	\$2,044,414.00
AMG & Associates	\$2,053,000.00
Solex Construction, Inc.	\$2,470,000.00

After review of the three (3) bids received by administration, Vernon Edwards Constructors was determined to be the apparent low bidder.

\*\*\* **IT IS RECOMMENDED THAT** the Board of Education approve ERHS MAINTENANCE & OPERATIONS BUILDING (PROJECT #16-236) to the lowest bidder, Vernon Edwards Constructors, for the bid amount of \$1,980,000.00 to be paid from the Special Reserve Capital Outlay Fund (Fund 40).

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

**Roll Call Vote:**

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

**VII. CONSENT ITEMS**

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

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

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

**Roll Call Vote:**

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

**A. Approval of Contracts**

COMPANY/ VENDOR	DESCRIPTION OF SERVICES	AMOUNT/ FUNDING	RESOURCE PERSON
Edmentum, Inc.	Online Learning Program - year 2 of 3 year contract	\$184,986/ General Fund Title I	John Davis
Peter Flores III	Consultant Services for Ethnic and Gender Studies Development	\$4,000/ LCAP 2.4	John Davis
One Community Action	Culturally competent and responsive advocacy for Student/Family Behavioral, Social and Support Services	\$350,000/ LCAP 2.5 \$50,000/ Title IV	John Davis
Allan Hancock	Cal-SOAP services	Not to exceed \$200,000/ Title I	John Davis
Fighting Back Santa Maria Valley	Santa Maria Student Attendance Review Board (SARB)	Not to exceed \$10,000/ General Fund	John Davis

<b>REGULAR MEETING</b> <b>June 15, 2021</b>
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COMPANY/ VENDOR	DESCRIPTION OF SERVICES	AMOUNT/ FUNDING	RESOURCE PERSON
Casa Pacifica	Eight (8) Full time Clinicians/Counseling, Training and Behavior Intervention	\$880,000/ Expanded Learning Opportunity Grant	John Davis
Instructure	Canvas Cloud Subscription and Support	\$75,253/ LCAP 5.5	John Davis
RaaWee K12 Solutions	Truancy/Attendance Letters Software Fees and Printing and Mailing of Letters for 2021-2022	\$76,150/ LCAP 6.6	John Davis
Renaissance	Subscription for Renaissance Star Math, Reading and Renaissance-U	\$84,797/ LCAP 1.6	John Davis
McGraw Hill	SRA Read to Achieve and SRA Flex, Literacy Elementary Volume A Workbooks	\$1,708/ LCAP 1.7	John Davis
The PMD Group	Reading Plus Licenses	\$62,025/ LCAP 1.8	John Davis
Turnitin	Formative Writing Bundle, Integration to Feedback Studio and Campus Fee	\$89,980/ LCAP 1.9	John Davis
IXL Learning	Site License for Personal Online Learning for 625 Students (SMHS Special Ed)	\$10,945/ LCAP 1.10	John Davis
Panorama Education	Climate Surveys, Project Management and Professional Development Fees for 1 year	\$42,500/ LCAP 2.3	John Davis
Hatching Results	Counseling Consulting and Professional Development	\$55,000/ LCAP 4.1	John Davis
Xello	College and Career Readiness Software	\$46,750/ LCAP 4.8	John Davis
Fighting Back Santa Maria Valley	Student/Family Behavioral/Social Emotional Support Services	\$300,000/ LCAP 4.11	John Davis
ExploreLearning	District Gizmos Science Department License	\$29,625/ LCAP 4.8	John Davis

<b>REGULAR MEETING</b> <b>June 15, 2021</b>
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COMPANY/ VENDOR	DESCRIPTION OF SERVICES	AMOUNT/ FUNDING	RESOURCE PERSON
Instructure	MasteryConnect Sub- scription, Videri Standard Edition, Certica Forma- tive Assessment and Certify Application Edition	\$106,013/ LCAP 1.4	John Davis
NoRedInk	Training and Site License and access for 350 students and teach- ers	\$36,368/ LCAP 1.1	John Davis
University of California	Statement of Work for Transcript Evaluation Services	No Charge	John Davis

**B. Purchase Orders**

PO #	Vendor	Amount	Description/Funding
PO21- 01667	Central Coast Truck Center	\$80,475.00	Diesel Engines/ LCAP CTE GOAL 3
PO21- 01668	DELL, Hot-Plug Drive	\$64,270.21	Aeries Storage Upgrade/ General Fund
PO21- 01703	Mohawk Lifts LLC	\$62,660.86	Vehicle Lifts/ LCAP CTE GOAL 3

**C. Approval of the 2021-22 Perkins & CTEIG Applications**

The Santa Maria Joint Union High School District is requesting that the Board of Education approve the following grant applications:

- The Perkins 2021-22 application with an estimated allocation of \$226,593. This federal act was established to improve career-technical education programs, integrate academic and career-technical instruction, serve special populations, and meet gender equity needs. SMJUHSD's Career and Technical Education (CTE) teachers and staff continue to collaborate and develop course sequences that may lead to postsecondary education and/or careers.
- The 2021-22 Career Technical Education Incentive Grant (CTEIG) application with an estimated allocation of \$560,419.90. This program established a state education, economic, and workforce development initiative to provide pupils in kindergarten through grade twelve with the knowledge and skills necessary to transition to employment and postsecondary education.

D. New Course Approval

The following new courses are being presented to the Board of Education for approval:

- Intermediate Geometry
- Accelerated Algebra 2

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**VIII. REPORTS FROM EMPLOYEE ORGANIZATIONS**

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**IX. OPEN SESSION PUBLIC COMMENTS**

If you would like to address the SMJUHS D Board of Education at the June 15, 2021 meeting for either open or closed session items, see the options for participation below.

1. In writing: Submit your comment via email and list the agenda item page and number or reference if you wish to leave a public comment, limited to 250 words or less, to the Assistant to the Superintendent, Tammy Rhine, by 5:00 p.m. on June 14, 2021. The email address is [SMJUHS D-Public-Comment@smjuhsd.org](mailto:SMJUHS D-Public-Comment@smjuhsd.org).

2. By phone: If you would like to make a comment by phone, please call 805-922-4573, extension 4202 and state your name and phone number. Someone will return your phone call to take your public comment over the phone. Request for addressing the Board by phone must be received by 5:00 p.m. on June 14, 2021. Please note: The time limit to address the Board may not exceed two minutes. The Board is not required to respond to the Public Comment.

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**X. FUTURE ITEMS FOR BOARD DISCUSSION**

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**XI. NEXT MEETING DATE**

Unless otherwise announced, the next regular meeting of the Board of Education will be held on July 13, 2021. Closed session begins at 5:30 p.m. Open session begins at 6:30 p.m.

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**XII. FUTURE REGULAR BOARD MEETINGS FOR 2021**

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August 3, 2021

September 14, 2021  
October 12, 2021

November 9, 2021  
December 14, 2021

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**XIII. ADJOURN**

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CLASSIFIED PERSONNEL ACTIONS								
Name	Action	Assignment	Site	Effective	Pay Rate	Hours		
	Resign	Student Data Specialist	PVHS	6/30/21	22/E	8		
	Employ	Computer Technician	DO	6/17/21	22/A	8		
CERTIFICATED PERSONNEL ACTIONS								
Name	Action	Assignment	Site	Effective	Salary	FTE		
	LOA	International Language	SMHS	2021-22	34/V	0.2		
	Employ/LATP	Special Education	PVHS	2021-22	2/IV	1.0		
	Employe/Prob 1	Special Education	RHS	2021-22	6/V	1.0		
	Employ/Prob 1	English	SMHS	2021-22	TBD	1.0		
	Employ/Prob 1	English	SMHS	2021-22	1/III	1.0		
	Promote	Dean of Students	RHS	7/1/21	26/1	1.0		
	Employ/STSP	English	SMHS	2021-22	TBD	1.0		
	Employ/Prob 1	Math	RHS	2021-22	1/III	1.0		
	Employ/Prob 1	Science	SMHS	2021-22	TBD	1.0		
	Employ/Prob 1	English	PVHS	2021-22	1/III	1.0		
	Transfer	CTE Maching & Forming	CTE	2021-22	19/V	1.2		
	Resign	Special Education	SMHS	6/11/21	5/V	1.0		
	Promote	Dean of Students	DHS	7/1/21	26/1	1.0		
	Promote	Dean of Students	SMHS	7/1/21	26/1	1.0		
	Promote	Dean of Students	PVHS	7/1/21	26/1	1.0		
	Resign	Science	RHS	6/14/21	1/V	1.0		
	Employ/Prob 1	Special Education	SMHS	2021-22	6/V	1.0		
	Employ/Prob 1	Science	PVHS	2021-22	TBD	1.0		
	Employ/Prob 1	Social Science	SMHS	2021-22	TBD	1.0		
	Employ/Prob 1	Math	SMHS	2021-22	TBD	1.0		
	Employ/Intern	Special Education	SMHS	2021-22	TBD	1.0		
COACHING PERSONNEL ACTIONS								
Name	Action	Assignment	Site	Effective	District	ASB	Booster	Employee Type
	Stipend	CoHead Varsity Boys Track	PVHS	2020-2021		\$1,400		CLASS,
	Stipend	CoHead Varsity Girls Basketball	PVHS	2020-2021			\$1,642	CLASS,

**REGULAR MEETING**  
**June 15, 2021**

**APPENDIX B**

**Ratification of Memorandum of Understanding (“MOU”)  
between the Santa Maria Joint Union High School District  
and the Santa Maria Joint Union High School District  
Faculty Association CTA/NEA regarding  
additional professional development days  
for certificated employees**

**MEMORANDUM OF UNDERSTANDING**

**BETWEEN THE SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT AND  
THE SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT FACULTY  
ASSOCIATION**

On March 5, 2021, the Governor signed Assembly Bill ("AB") 86, which, among other things, was designed to provide expanded learning opportunities to address learning recovery efforts. The District will receive additional funds to accelerate progress to close learning gaps and to meet these goals. One way the Parties hope to address learning loss is by providing additional related professional development for certificated employees.

Therefore the parties agree to the following:

1. There will be two additional workdays for only the 2021-22 school year. There will be a required professional development day for all unit members on Monday August 9, 2021 and a second on Monday January 10, 2022. The originally planned Professional Development day and All Staff Workday in August, will move to August 10, 2021 and August 11, 2021.
2. This will impact the instructional calendar and the first day of student instruction will be August 12, 2021. There will also be an instructional day on May 27, 2022 which was previously scheduled as a holiday.
3. Unit members shall receive their daily rate as compensation for these two additional required workdays.
4. This MOU is not precedent setting and shall not constitute a binding practice between the parties.
5. By signing below, the Parties warrant that they are authorized to execute this MOU on behalf of their principals.

Dated this 10 day of June, 2021.

SANTA MARIA JOINT UNION HIGH  
SCHOOL DISTRICT



Kevin Platt, Assistant Superintendent  
Human Resources

SANTA MARIA JOINT UNION HIGH  
SCHOOL DISTRICT FACULTY  
ASSOCIATION



Matt Provost, President

**REGULAR MEETING**  
**June 15, 2021**

**APPENDIX C**

**Approval of Revised School Calendar  
for 2021/22**

**SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT  
2021/2022 SCHOOL YEAR CALENDAR - Revised**

S	M	T	W	T	F	S	
				1	2	3	<b>JULY 2021</b>
4	5H	6	7	8	9	10	July 5 - Independence Day Holiday
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30	31	
							<b>AUGUST</b>
1	2	3	4	5	6	7	August 9, 10 - Staff Development
8	9	10	11	12	13	14	August 11 - All Staff Workday
15	16	17	18	19	20	21	August 12 - School Begins
22	23	24	25	26	27	28	August 16, 23, 30 - Staff/Collaboration - Early Out
29	30	31					August 26 - Back to School Night August 27 - Minimum Day
							14
			1	2	3	4	<b>SEPTEMBER</b>
5	6H	7	8	9	10	11	September 6 - Labor Day Holiday
12	13	14	15	16	17	18	September 13, 20, 27 - Staff/Collaboration - Early Out
19	20	21	22	23	24	25	September 17 - Minimum Day - Progress Reports
26	27	28	29	30			21
							<b>OCTOBER</b>
3	4	5	6	7	8	9	October 4, 11, 18, 25 - Staff/Collaboration - Early Out
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	October 29 - Minimum Day - Progress Reports
31							21
	1	2	3	4	5	6	<b>NOVEMBER</b>
7	8	9	10	11H	12	13	November 1, 8, 15, 29 - Staff/Collaboration - Early Out
14	15	16	17	18	19	20	November 11 - Veteran's Day as prescribed by law
21	22	23	24	25H	26H	27	November 22-26 - Thanksgiving Break
28	29	30					16
			1	2	3	4	<b>DECEMBER</b>
5	6	7	8	9	10	11	December 6, 13 - Staff/Collaboration - Early Out
12	13	14	15	16	17	18	December 15, 16, 17 - Finals - Fall Semester Ends
19	20	21	22	23	24H	25	Winter Break - Dec 20 - Jan 10
26	27	28	29	30	31H		13
							<b>JANUARY 2022</b>
2	3	4	5	6	7	8	January 10, 11 - Certificated Staff Development
9	10	11	12	13	14	15	January 12 - All Staff Workday
16	17H	18	19	20	21	22	January 13 - Students Return
23	24	25	26	27	28	29	January 17 - Martin Luther King, Jr. Day Observed
30	31						January 24, 31 - Staff/Collaboration - Early Out
							12
		1	2	3	4	5	<b>FEBRUARY</b>
6	7	8	9	10	11	12	February 7, 14, 28 - Staff/Collaboration - Early Out
13	14	15	16	17	18H	19	February 18 - Lincoln's Day
20	21H	22	23	24	25	26	February 21 - President's Day
27	28						February 25 - Minimum Day - Progress Reports
							18
		1	2	3	4	5	<b>MARCH</b>
6	7	8	9	10	11	12	March 7, 14, 21, 28 - Staff/Collaboration - Early Out
13	14	15	16	17	18	19	
30	21	22	23	24	25	26	
27	28	29	30	31			23
							<b>APRIL</b>
3	4	5	6	7	8	9	April 4, 11, 25 - Staff/Collaboration - Early Out
10	11	12	13	14	15H	16	April 8 - Minimum Day - Progress Reports
17	18	19	20	21	22	23	April 14 - Spring Fair - Minimum Day
24	25	26	27	28	29	30	April 15 - Good Friday Holiday
							April 18 - April 22 - Spring Break
							15
1	2	3	4	5	6	7	<b>MAY</b>
8	9	10	11	12	13	14	May 2, 9, 16, 23 - Staff/Collaboration - Early Out
15	16	17	18	19	20	21	May 30 - Memorial Day Holiday
22	23	24	25	26	27	28	
29	30H	31					21
			1	2	3	4	<b>JUNE</b>
5	6	7	8	9	10	11	June 6, 7, 8 - Finals Schedule
12	13	14	15	16	17	18	June 8 - Last Day of School
19	20	21	22	23	24	25	June 9 - Graduation/Staff Development
26	27	28	29	30			6
							<b>JULY 2022</b>
3	4H	5	6	7	8	9	July 4 - Independence Day Holiday
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
31							

85

95

Board Approved - 3/10/20  
Revised - 6/15/21

- School Closed
- 1 HR Collaboration
- Minimum Day
- Progress Reports
- 2 All Staff Workdays - 8/11, 1/12
- 3 Staff Development Days - 8/9, 8/10, 1/10, 1/11, & 6/9
- Back to School Night 8/26
- Finals

180

**REGULAR MEETING**  
**June 15, 2021**

**APPENDIX D**  
**LOCAL CONTROL ACCOUNTABILITY PLAN**



# Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

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

## Plan Summary [2021-22]

### General Information

A description of the LEA, its schools, and its students.



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

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

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

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

<b>Total Budgeted Expenditures for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total Budgeted General Fund Expenditures</b>	\$128,660,505.63
<b>Total Budgeted Expenditures in the LCAP</b>	\$21,598,064
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$21,598,064
<b>Expenditures not in the LCAP</b>	\$107,062,441.63

<b>Expenditures for High Needs Students in the 2020-21 School Year</b>	<b>Amount</b>
<b>Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan</b>	\$7,846,671.19
<b>Actual Expenditures for High Needs Students in Learning Continuity Plan</b>	\$12,419,326.15

<b>Funds for High Needs Students</b>	<b>Amount</b>
<b>2021-22 Difference in Projected Funds and Budgeted Expenditures</b>	\$1,371,018
<b>2020-21 Difference in Budgeted and Actual Expenditures</b>	\$4,572,654.96

<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	General fund expenditures are allocated toward salaries and benefits, which is approximately 86% of the budget. Expenditures of the general fund include certificated salaries, classified salaries, employee benefits, books and supplies, capital outlay, transportation, maintenance of facilities, and other operating expenditures.

# LCFF Budget Overview for Parents

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

CDS Code: 42-69310

School Year: 2021-22

LEA contact information:

Steve Molina

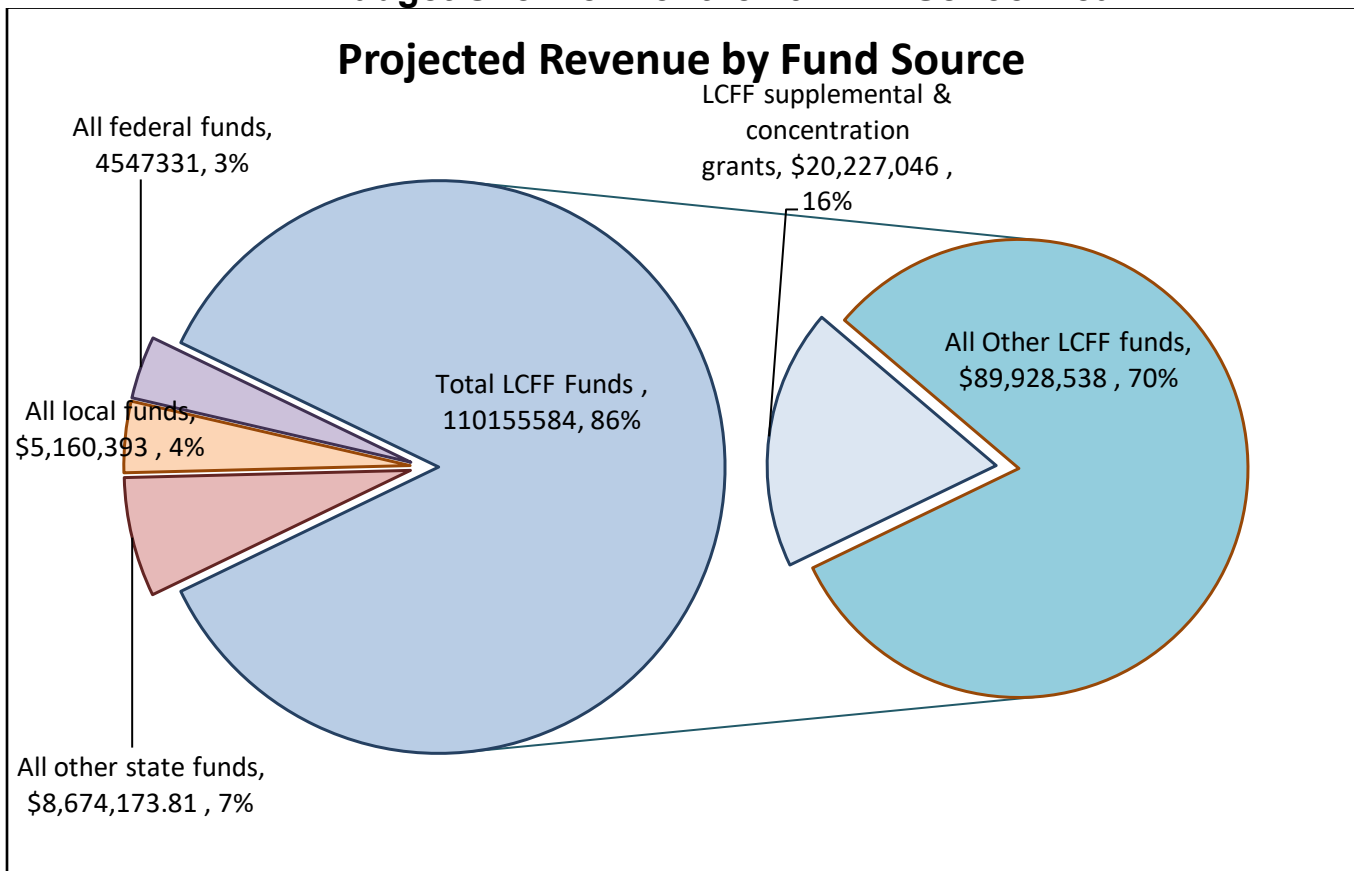
LCFF Coordinator

smolina@smjuhsd.org

805.922.4573 ext 4214

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

## Budget Overview for the 2021-22 School Year

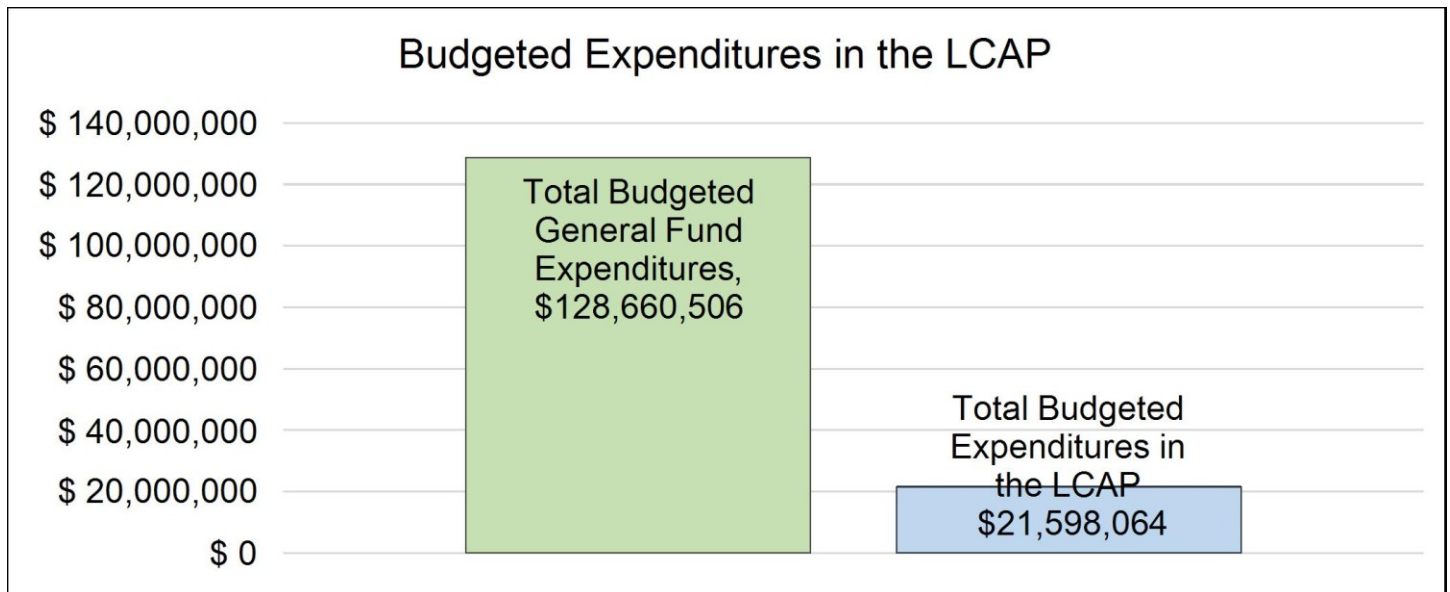


This chart shows the total general purpose revenue Santa Maria Joint Union High School District expects to receive in the coming year from all sources.

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

## LCFF Budget Overview for Parents

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



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

Santa Maria Joint Union High School District plans to spend \$128,660,505.63 for the 2021-22 school year. Of that amount, \$21,598,064 is tied to actions/services in the LCAP and \$107,062,441.63 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

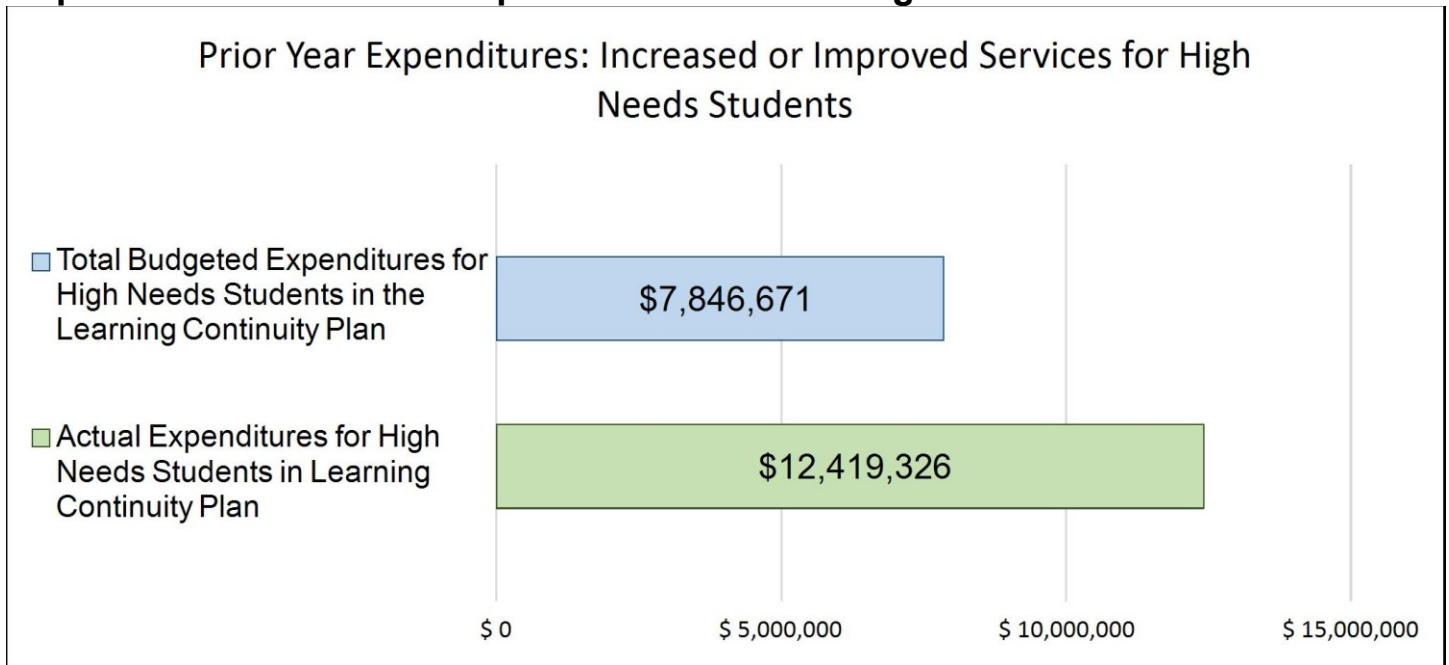
General fund expenditures are allocated toward salaries and benefits, which is approximately 86% of the budget. Expenditures of the general fund include certificated salaries, classified salaries, employee benefits, books and supplies, capital outlay, transportation, maintenance of facilities, and other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

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

In 2021-22, Santa Maria Joint Union High School District is projecting it will receive \$20,227,046 based on the enrollment of foster youth, English learner, and low-income students. Santa Maria Joint Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Maria Joint Union High School District plans to spend \$21,598,064 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



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

In 2020-21, Santa Maria Joint Union High School District's Learning Continuity Plan budgeted \$7,846,671.19 for planned actions to increase or improve services for high needs students. Santa Maria Joint Union High School District actually spent \$12,419,326.15 for actions to increase or improve services for high needs students in 2020-21.

## DISTRICT STORY



**8,657** 9th-12th STUDENTS

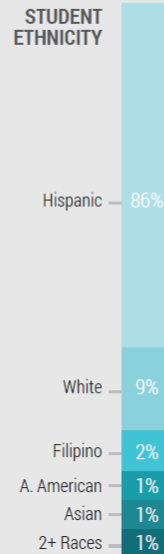
**773** EMPLOYEES



**4** SCHOOLS

High School: 3  
Continuation High School: 1

**22** STUDENTS PER TEACHER



### STUDENT GROUPS

**73.5%**  
Low Income

**19.5%**  
English Learners

**0.5%**  
Foster Youth

**76.5%**  
High Need

### Guiding Principles

The following 3 guiding principles have been adopted and continue to shape District planning:

- Safety of students and staff
- Student learning and well-being
- Equitable access to quality education



### District Mission

Prepare all learners to be productive citizens & college / career ready by providing challenging learning experiences & establishing high achievement expectations.



### District Vision

Every student succeeds & is prepared for college, career, and life.



## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

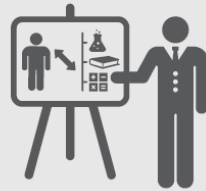
The District's progress on the California College Career Indicator (CCI) dashboard has shown improvement in our student growth. The District's overall percentage of students that met the required criteria of college and career prepared was 38% (735/1936), which is a 6.3% growth. There was an improvement for other significant subgroups, low-income had 35.8% prepared with a growth of 5.8%, English learners had 11.8% prepared with a growth of 4.8%, foster youth had 10% prepared with the growth of 10%, homeless had 22.6% prepared with a growth of 3.8%, students with disabilities had 4.3% prepared with a 2.7% growth. The desired outcomes for the District Local Control Accountability Plan by 2024 is to move at least one level in the California College Career Indicator dashboard.

## ADDRESSING PUPIL LEARNING LOSS



*Diagnosing and addressing pupil learning loss is a primary focus in 2020-21 following school closures in Spring 2020.*

### LEARNING LOSS STRATEGIES



- **Bilingual Instructional Assistants** provide tutoring sessions to support EL students in their coursework & language skills.
- **Interventions** are used for students lagging in progress indicators.
- **Summer School & Accelerated Learning** opportunities are provided.



### MEASURING EFFECTIVENESS

- **Progress of students requiring intervention** will be assessed every six weeks.
- **Time is set aside to review, assess & plan**, using assessment data.
- **Data from previous years** is used to compare student levels & growth.

4  
STEP  
CYCLE













## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The District's identified area of improvement for the California College and Career Indicator (CCI) dashboard is the percentages for approaching prepared and not prepared. The percentage for approaching prepared for the academic year 2019/2020 was 20.4% and the percentage not prepared was 41.7%. In the area of career technical education of the CCI students approaching prepared, the subgroups of English learners (L3), low-income (L3), students with disabilities (L4), and homeless (L3) were at levels three or higher with foster youth at level 1. Although they were close to completing, these subgroups are an area to continue to monitor, including students who are not prepared. The Smarter Balanced Assessment Consortium of the CCI for students approaching prepared for the subgroups English learners (L1), low-income (2), students with disabilities (L1), foster youth (L2), and homeless (L2) were in levels one or two. The areas of a college credit course, a-g completion, and State-seal of biliteracy were all at level 1 for approaching prepared. The above data shows that the subgroups are areas of low performance. The three subgroups identified that need significant improvement on the CCI for students not prepared are English learners, homeless, and low-income students. The steps taken to address the performance gaps of these students through the District's Local Control Accountability Plan come from different goals and actions. The District will implement a new data collection system integrated into the District's learning management system with real-time data for teachers, counselors, site administration, and District administration. This will be accessible toward data-driven instruction and monitoring of student academic growth and a new assessment management system to align to Common Core State Standard and Next Generation Science Standards. The District will pilot an English Language Development (ELD) specialist to assist teachers with instructional strategies and other support, such as additional

counselors and therapists. More options for students to choose from the District's career technical education program are opening the new Career Technical Education center.










LEARNING CONTINUITY			
<p><b>Distance Learning Model</b></p>  <p>Santa Maria JUHSD began the 2020-21 school year using a Distance Learning Model. <b>Ensuring Learning Continuity</b> during this time is a major point of focus.</p>	 <p><b>Ensure Access for All Students</b></p>	 <p><b>Keep Students Engaged</b></p>	 <p><b>Maintain Quality Education</b></p>
	 <p><b>Additional Devices</b> provided for students that need them</p>  <p><b>WiFi Hotspots</b> provided to ensure all students have connectivity</p>	 <p>Teachers document &amp; monitor <b>Student Engagement</b> for each week</p>  <p>Students will participate in <b>Daily Live Interactions</b></p>	 <p><b>Professional Development</b> provided in distance learning tools</p>  <p><b>Canvas Learning Management System</b> is used by all teachers</p>

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The District's Local Control Accountability Plan is comprehensive and strategically planned to target the needs of low-income students, English learners, foster youth, and students with unique needs. The plan was developed through an intense collaborative effort of

stakeholder engagement that reflects the input from stakeholders in the development of the actions that exemplify the goals to reflect the outcomes of the metrics. Highlights of the plan include the expanded number of counselors from 23 to 28 and the growth of our school-based mental health service that has expanded from 4 to 8 therapists serving the District. Actions for students with disabilities have increased and will include students with disabilities who are English Learners. Our English learner program is looking forward to implementing its designated support courses in person. The District career technical education center opens for the first time in the fall to implement its new pathway courses. Homeless liaison will expand from 1 to 2 liaisons in the District to benefit the services of homeless students.

STUDENT SUPPORT		
<p><b>MENTAL HEALTH &amp; SOCIAL &amp; EMOTIONAL WELLBEING</b></p>  <p><b>Social-Emotional Learning</b> SEL is provided with a focus on the following 5 competencies:</p> <ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Self-management</li> <li>• Social awareness</li> <li>• Relationship skills</li> <li>• Responsible decision-making</li> </ul> <p><b>Tiered Supports</b> A multi-tiered system of supports will be used to provide students with targeted aid depending on their level of need.</p> 	<p><b>SUPPORT FOR UNDUPLICATED STUDENTS</b></p>  <p><b>Program Specialists</b> communicate with foster youth to monitor academic growth and provide guidance.</p>  <p><b>Virtual after-school English &amp; Math Supplemental Instructional Academies</b> are available for 9th &amp; 10th grade EL Migrant students.</p>  <p><b>Individualized Education Programs</b> are used for Special Education students to support progress towards student goals.</p>	<p><b>HEALTH &amp; NUTRITION</b></p>  <p><b>FREE MEALS</b> ARE AVAILABLE TO ALL STUDENTS REGARDLESS OF INCOME</p>  <p><b>PERSONAL PROTECTIVE EQUIPMENT</b> ARE AVAILABLE FOR ALL STUDENTS AND TEACHERS</p>  <p><b>CURBSIDE MEAL PICKUP</b> IS AVAILABLE DURING DISTANCE LEARNING</p>  <p><b>CLEANING &amp; DISINFECTING</b> IS PERFORMED FOR ALL CLASSROOMS</p>

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not applicable at this time.



**Support for Identified Schools**

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not applicable at this time.

**Monitoring and Evaluating Effectiveness**

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not applicable at this time.

# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Zoom meetings were held on the dates listed below for each Advisory Committee.

Parent Advisory Committee Meeting English- 8/25/20,12/16/20, 1/26/21, 2/17/21, 3/23/21, 4/20/21 and 5/24/21

Parent Advisory Committee Meeting Spanish- 8/28/20, 12/17/20, 1/28/21, 2/18/21, 3/24/21, 4/21/21 and 5/25/21

Student Advisory LCAP Meetings- 2/26/21 and 4/30/21

Teacher LCAP Meetings- 8/31/20, 2/26/21, 3/26/21, 4/16/21 and 5/21/21

Counselors LCAP Meetings- 9/2/20, 2/4/21, 3/4/21 and 4/15/21

Community Stakeholders- 9/3/20, 3/2/21, 3/17/21, 4/19/21 and 5/17/21

CSEA LCAP Meetings- 8/31/20, 2/5/21, 2/22/21, 3/29/21 and 5/14/21

CTA LCAP Meetings- 9/2/20, 2/5/21, 2/19/21, 3/26/21 and 5/13/21

Site Administration LCAP Meetings- 9/2/20, 2/4/21, 3/5/21, 4/16/21 and 5/12/21

Directors LCAP Meeting- 9/1/20, 2/21/21, 3/2/21, 4/13/21 and 5/13/21

Superintendent's Council LCAP Meetings- 2/21/21, 3/2/21, 4/13/21 and 5/12/21

The process for completing the 2021-24 Local Control Accountability Plan was comprehensive in connecting budgetary decisions to teaching and learning through meaningful stakeholder engagement. Through stakeholder engagement, the focus was on increasing and improving services for foster youth, English learners, and low-income students. The Stakeholder engagement presentations were done by the District's LCFF Task Force Coordinator through ZOOM for the academic year 2020-21. The process to collect input and feedback from stakeholders, including the use of the Padlet APP. During the zoom presentation, stakeholders were provided a link in the chat of the Zoom to provide feedback and input. The qualitative analysis process of the feedback and input was analyzed through the use of the Qualtrics program that provided the artificial intelligence to inform the 2019-20 LCAP, the Learning Continuity and Attendance Plan, and the 2021-24 LCAP.

### A summary of the feedback provided by specific stakeholder groups.

The participants of the stakeholder group meetings focused on the needs of students, particularly English learners, foster youth, low-income, and students with disabilities. The stakeholder groups shared their concerns for the student's social-emotional well-being. Stakeholders expressed that more services supporting social-emotional well-being needed to be provided for the upcoming academic year. Parents/guardians and other stakeholder groups expressed the need to expand counseling services, tutoring services, student intervention courses, instructional support, providing the necessities for sanitized classrooms, communication, and improve school climate.

Stakeholder groups were involved in the dialogue in the development of Local Control Accountability Plan goals and actions. The different types of goals that a district can implement in the stakeholder engagement process are focused goals, broad goals, and maintenance goals. The LCFF Task Force Coordinator presented the proposed goals to each stakeholder group and concluded that the goals as proposed would remain. However, there were modifications to the wording. Dialogue with stakeholder groups was virtual where they could provide their input through a Padlet App. The use of the Padlet App allowed for stakeholders to continue to provide feedback outside of zoom meetings.

### A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The stakeholder engagement was a collaborative process that included more than 54 meetings. Stakeholder groups provided feedback that influenced the District's Local Control Accountability Plan (LCAP). The LCFF Task Force Coordinator explained the process for introducing the different types of goals related to the identified actions developed in the plan. The District 2021-24 LCAP will have six broad goals and one focus goal, as concluded through stakeholder dialogue and feedback. The LCFF Task Force Coordinator provided stakeholders the rationale to move actions that better served the intent of each goal. The goal which served foster youth was eliminated with the actions moved to goal four. The rationale to move the services for foster youth was to provide an inclusive approach to other actions and the mindset of limited services to only one goal. The decision to have one focus goal was evident in serving English learners. English learners are identified as having an achievement gap addressed through various actions that include academic support and data-driven instructional support tied to the outcomes of the goals metrics.

The metrics of each of the goals and actions are aligned to improve the outcomes of the 2020 California Dashboard data, along with the need to improve our climate data toward students, staff, and parents/guardians. The metrics of the LCAP play a significant role in the progress of the District's expected outcomes over the next three years. This is why the single school plans for student achievement (SPSA) and school site plans for the Western Association Schools and Colleges (WASC) align with the District's LCAP. The LCAP has aligned its goals with its metric to address the College Career Indicator, English learner progress, attendance, suspension, and school climate.

Stakeholders provided various input to the District's LCAP that has influenced the actions to be implemented in the plan. In the area of social-emotional well-being, the District's school-based mental health services are to increase from four to eight therapists, an additional five

counselors for a total of 28 District counselors, and adding one more homeless liaison. English learner services have increased to support the instructional program at one of our schools with most English learners. The English learner specialist is a pilot that may expand to have one at each of our comprehensive school sites. New actions that serve the needs of English learners with disabilities have been added along with other actions that serve students with disabilities. Students, teachers, and parents/guardians will be surveyed three times a year by improving the school climate. Each time the survey is given, data will be shared with stakeholders to address improved outcomes for the next administration. Stakeholders have emphasized the continued support for consistent and planned professional development and professional learning. The support from stakeholders strongly suggests that the District continue with its progress in technology and educational software. The District will continue its 24/7 tutoring service for students, which had an impact on assisting students. The influence from stakeholder input is evident as a need to implement and reflected in the 2021-24 LCAP.

The reopening of schools played a significant role with stakeholders. The safety of students and teachers in the teaching environment was a priority. Stakeholders were informed of the District's COVID-19 Safety Plan and prepared to provide a safe learning environment that includes personal protective equipment and timely cleaning and sanitizing of classrooms and bathrooms. Supporting the needs of the District are funded by CARES act funding.

# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

The goal is to support the District's standards-based instructional program to meet the needs of our low-income, foster youth, English learners, and students with unique needs. This goal's metrics specifically target the outcomes for Smarter Balance Assessment Consortium (SBAC) for English and math. It identifies the needs of the subgroups of students with disabilities, English learners, foster youth, and low-income students. The desired outcomes to be met from the metrics are supported through the actions that will sustain the progress from this goal. There is a need to continue the support for teachers to have a sustained professional learning plan that addresses the pedagogy of standards-based instruction that emphasizes California Common Core State Standards. Supporting this goal, the District has provided actions that implement the co-teaching and intervention support courses that contribute to the outcomes of the metrics. A new action in this goal is ethnic gender studies courses that provide a lens of strategic instruction and epistemology (truth, belief, and justification). The combined actions of providing supplemental materials, progress monitoring, reading comprehension, academic writing, and curricular interventions for students with disabilities contribute to the outcomes from the metrics.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC ELA	49.72%				65%
SBAC Math	22.33%				38%
SBAC ELA - Students with Disabilities	4.76%				20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC Math – Students with Disabilities	.94%				20%
SBAC ELA – English Learners	6.69%				25%
SBAC MATH – English Learners	1.76%				20%
SBAC ELA- Foster Youth	20%				35%
SBAC Math- Foster Youth	.88%				15%
SBAC ELA- Low Income	46.36%				65%
SBAC Math- Low Income	19.76%				35%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	1.1 Common Core Support Services	District provides Common Core State Standards (CCSS) professional learning opportunities to teachers in order to align and implement curriculum that results in academic growth and college/career readiness for all students. District Directors and site administrators assist in the coordination of professional development and monitor implementation.	\$343,772.18	Yes
2	1.2 Supplemental Resources	Supplemental CCSS resources and materials are provided to teachers to support the standards-aligned curriculum for strategic learning methods, lesson planning, and content unit development, improving student academic growth. District Directors and site administrators will follow through on implementation with department collaboration, District leadership collaboration, and site PLC dialogue.	\$45,400.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>3</b>	1.3 Ethnic and Gender Studies	The District's Ethnic and Gender Studies program provides students with views of concepts, events, issues, and problems from different ethnic perspectives and perspectives (Banks, 2006). Student academic growth progress is a shared responsibility among District Directors, site administrators, and teachers.	\$85,361.26	Yes
<b>4</b>	1.4 Assessment Management System	The District's assessment management system is used by teachers to inform instruction to support students' academic growth using common formative assessments (CFA), benchmark assessments, and practice Smarter Balanced Assessment Consortium (SBAC) assessments. In particular, in supporting the needs of unduplicated students, the coordination of data collection will be disseminated through District Directors, site administration, and teachers through collaborative dialogue.	\$70,000.00	Yes
<b>5</b>	1.5 Intervention and Support	Additional support courses are to assist students in English and math, promoting success and academic growth. Co-teaching with special education teachers serves special education students' needs in core content courses, promoting success and academic development. The co-teaching model provides an opportunity for general and special education teachers to collaborate in creating lessons and strategic assessments to reflect students' learning progress. Included in this action are core content coaches' support in teacher instruction, student learning, and collegiality. Teachers, site administrators, and District Directors are to collaborate their efforts toward positive student outcomes.	\$2,589,086.59	Yes
<b>6</b>	1.6 Progress Monitoring and Student Placement	The District's progress monitoring and student placement protocols inform teachers, site administration, and District Directors of student academic growth. The data collected is provided by site teachers on special assignments to English and math teachers to inform their instruction addressing specific learning gaps. Assessments will be	\$85,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		given to all 9th, 10th, and 11th-grade students at a frequency of three times a year and more frequently for students identified as needed.		
7	1.7 Intense Literacy Intervention Support	The intense literacy intervention is designed to support students with special needs. The intervention provides a learning environment for student academic growth in reading and writing skills to improve proficiency. The program offers computer-adaptive learning strategies, teacher-led instruction, planning tools, and individual targeted instruction. District Directors, site administrators, and teachers will collaborate on progress monitoring data to inform student success and update students' stakeholders with IEPs.	\$10,000.00	Yes
8	1.8 Reading Comprehension Support	The District will provide an intervention program that uses technology to provide individualized scaffold silent reading practice for students with reading levels at grade 3 and higher. In collaboration with English teachers, District Directors and Site administration will disseminate data to align instructional strategies toward higher levels of reading fluency, comprehension, and academic vocabulary.	\$66,000.00	Yes
9	1.9 Academic Writing Support	The process of writing is a critical skill all students must acquire. By using a formative writing software program to help engage students in the writing process, support instruction in the classroom, and improve learning outcomes, English teachers will assign frequent writing assignments. Through a collaborative process, District Directors, site administrators, and English teachers analyze student data toward instructional targets and strategies.	\$90,000.00	Yes
10	1.10 Comprehensive Intervention Curriculum	The District will support comprehensive instructional interventions that personalized learning for students with special needs. A comprehensive curriculum, individualized guidance, and real-time analytics meet each learner's unique needs. The intervention program will help track the progress of our students that have IEP's. District Directors, site administration, special education coordinators support	\$20,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
		special education teachers in analyzing the data to meet and improve special needs students' academic growth.		

## Goal Analysis [2021-22]

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A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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# Goals and Actions

## Goal

Goal #	Description
2	Create a respectful and caring culture that supports positive relationships, promotes school connectedness, and a positive school climate for all stakeholders.

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student School Climate	48%				63%
Student School Belonging	54%				69%
Student School Engagement	24%				54%
Family School Climate	17%				47%
Family Engagement	15%				45%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff School Climate	44%				65%
Staff School Engagement	37%				58%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	2.1 Restorative Justice Planning	The District's implementation of restorative approaches provides the philosophy for making, maintaining, and repairing relationships and fostering a sense of social responsibility and shared accountability. Restorative Approaches (RA) is a philosophical approach and can be implemented when dealing with a wide range of conflicts, from classroom disruption to teacher/student conflict and student/student conflict. RA supplements traditional discipline structures and practices such as suspension, expulsion, and referral to law enforcement. Through a collaborative process, District Directors and site administration create a cohort process to train every employee in RA that will lead to improved results in school climate surveys.	\$6,636.01	Yes
2	2.2 Parent Engagement Programs	Parent engagement plays a critical role in student learning outcomes. Parents engagement programs offered in the District provide parents with the experience of advocating for all students through a learning partnership engaging parents in their student's education and a voice of parent leadership. Parents' leadership supports and builds trust as a community, reflected through parent surveys accountable and shared with all stakeholders.	\$101,177.14	Yes
3	2.3 School Climate Surveys	School surveys play a critical role in academic growth and social-emotional support for all students. Surveys are administered to students, staff, and parents/guardians to provide data for all stakeholders to review and analyze for the betterment of school culture.	\$42,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	2.4 Cultural Proficiency	Cultural Proficiency is an inside-out approach that influences how people relate to their colleagues, clients, and community. Cultural Proficiency is a lens for examining one's work and one's relationships. The District's goal is to establish cohorts and eventually to have all employees trained.	\$55,132.75	Yes
5	2.5 Student/Parent/Guardian Engagement - Por Vida	Student and parent/guardian engagement through the POR VIDA program is a culturally competent approach towards identifying families and youth that need, requesting, helping to address behaviors that could result in suspension and expulsion from school, failing academically, and dropping out of school that may lead to or have led to the juvenile justice system. Program case managers will support participating families and students with wraparound services and support. Program case managers report on student academic progress, social-emotional stability, and college career readiness with District Directors, site administration, and counselors.	\$350,000.00	Yes
6	2.6 Extracurricular Athletic Program Support	The District extracurricular athletic program is founded on the principle that athletics are an extension of the classroom, and the athletic experience contributes to the growth of the mind and body. Athletic Directors play a crucial role in each athletic sport, while coaches create positive relationships with students to experience high school sports. Through a collaborative process, District Directors, site administration, athletic directors, and coaches will analyze student academic, college/career, and social-emotional data toward improving all students' services.	\$900,000.00	Yes
7	2.7 Student Activities	The District's Activities Directors play an essential role in promoting the attitude and belief that a well-balanced student co-curricular program is an integral part of a well-rounded education for all students, particularly English learners, foster youth low-income students. Activity Directors provide its student members with the	\$101,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		leadership skills necessary to develop, implement and evaluate co-curricular programs on their campuses. Activity Directors also intend to assist in developing leaders with integrity and ethical decision-making skills to be active participants in their community. Through a collaborative process, District Directors, site administration, and Activity Directors will analyze student academic, college/career, and social-emotional data toward improving all students' services.		
8	District Wide Parent Engagement Coordinator	The Parent Engagement Coordinator will collaborate with parents, school administration and district staff to develop and implement a district wide parent engagement program that provides opportunities to help parents to participate more effectively in improving their student's learning and to build partnerships that will strengthen positive relations and trust within the school, home, and community.	\$96,655.00	Yes

## Goal Analysis [2021-22]

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# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE Pathway Completion	35.4%				51%
CTE Pathway Completion – English Learners	20.8%				51%
CTE Pathway Completion – Students with Disabilities	25%				51%
CTE Pathway Completion – Foster Youth	0%				25.1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CTE Pathway Completion – Low Income	36.8%				51%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	3.1 Career Technical Education Certifications	The District’s Career Technical Education (CTE) program allows students to learn specific career skills to complete their industry certification and participate in career technical student organizations (CTSO) to further their career pathway involvement.	\$100,000.00	Yes
2	3.2 Staffing support for CTE	Supporting the District’s Career Technical Education (CTE) program’s ongoing growth, staffing provided to meet students' needs enrolled in each pathway. Through a collaborative process District Directors, site administration, and CTE teachers analyze student data to increase CTE completers.	\$889,642.75	Yes
3	3.3 CTE Pathway Equipment Support	The District’s Career Technical Education (CTE) program will provide industry-standard equipment for students to stay current with their career skillset. Equipment is to be maintained and evaluated yearly for student safety. Through a collaborative process District Directors, site administration, and CTE teachers analyze student data to increase CTE completers.	\$600,000.00	Yes
4	3.4 SMJUHSD/SBCEO ROP Partnership	The District’s Regional Occupational Programs (ROP) is an integral part of the District’s educational system. ROP provides our students with valuable career and technical education so students can (1) enter	\$325,092.62	Yes



Action #	Title	Description	Total Funds	Contributing
		the workforce with skills and competencies to be successful, (2) pursue advanced training in postsecondary educational institutions, or (3) upgrade existing skills and knowledge. Through a collaborative process District Directors, site administrators, and ROP teachers analyze student data to increase CTE completers.		
5	3.5 CTE Professional Development	Professional development is designed explicitly for CTE instructors and related staff. Training will focus on the promotion of CTE instructional strategies and compliance certification of staff. Professional development provides staff with current industry standards, which improves student knowledge of their career pathway. Analysis of measured student CTE completion and academic growth reviewed with District Directors, site administration, and CTE staff.	\$15,000.00	Yes
6				

## Goal Analysis [2021-22]

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Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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# Goals and Actions

## Goal

Goal #	Description
4	Continue to provide college and career services and academic support to all students, particularly low-income students, English learners, and foster youth in a college-going environment.

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College/Career Indicator- All	38%				51%
College/Career Indicator– English Learners	11.8%				35%
College/Career Indicator– Students with Disabilities	4.3%				25.1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College/Career Indicator – Foster Youth	10%				25.1%
College/Career Indicator- Low Income	35.8%				51%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	4.1 Districtwide Counseling Service	The District’s school-based counselors, psychologists, and mental health program is comprised of comprehensive services. High school counselors provide equitable and appropriate services by addressing students’ academic, career, and social/emotional developmental needs in addition to balancing delivery methods, recognizing students learn in multiple ways. Increased access to mental health services and supports in schools is vital to improving our students’ physical and psychological safety and schools and academic performance and problem-solving skills. School mental health services encompass social-emotional learning, mental wellness, resilience, and positive connections between students and adults are essential to creating a school culture where students feel safe and empowered to report safety concerns, which is proven to be among the most effective school safety strategies. Through a collaborative process, District Directors, site administration, counselors, psychologists, and therapists will analyze student academic, career, and social-emotional data toward improving all students’ services.	\$3,323,931.40	Yes
2	4.2 Advancement Via Individual Determination (AVID) Sections	The District’s Advancement Via Individual Determination (AVID) program is a college-readiness system that prepares students in 9th through 12th grade for college eligibility and success. AVID is for all students but targets those who are in the academic middle and have historically been under-served. It supports students and educators as they increase school-wide/district-wide learning and performance. Through a collaborative process, District Directors, site administration,	\$1,231,375.40	Yes

Action #	Title	Description	Total Funds	Contributing
		counselors, and teachers will analyze student academic, college/career, and social-emotional data toward improving all students' services.		
<b>3</b>	4.3 Paraeducator and Instructional Aid Training and Resources	The District's paraeducators and instructional aids play an essential role in supporting the social-emotional well-being and academic growth of all students, particularly English learners, foster youth, and low-income students. In sustaining our students' progress, it is important to provide professional development supporting a student-centered culture, creating a safe environment for all stakeholders. Professional Development provided to paraeducators and instructional aides targeted to improve student outcomes for English learners, foster youth, and low-income students. Through a collaborative process, District Directors and site administration will analyze student academic, college/career, and social-emotional data toward improving all students' services.	\$23,000.00	Yes
<b>4</b>	4.4 Crisis Intervention Staff	Crisis Intervention Staff support students through coordinated services with school counselors, school psychologists, and school therapists. Crisis Intervention staff offer an ideal context for prevention, intervention, positive development, and regular communication between school and families. Through a collaborative process, District Directors, site administration, Crisis Intervention staff, counselors, psychologists, and therapists will analyze student academic, career, and social-emotional data toward improving all students' services.	\$280,381.84	Yes
<b>5</b>	4.5 Early Academic Outreach Program (EAOP) Services	The District's partnership with the University of California, Santa Barbara (UCSB), increases the percentage of our students who are historically underrepresented in higher education. Each of the comprehensive sites will utilize UCSB College Site Coordinators' support to coordinate EAOP cohort services and school-wide college preparation resources throughout the academic year and include summer college readiness events. Through a collaborative process, District Directors and site administration will analyze student	\$255,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		academic, college/career, and social-emotional data toward improving all students' services.		
<b>6</b>	4.6 Visual and Performing Arts Program	The District's Visual and Performing Arts program encourages students to develop and value artistic creations to communicate ideas, thoughts, feelings, and emotions. Through their study of art, music, drama, technology, and dance, students learn to plan, develop and present artistic products or performances that reflect their creativity. Students are also encouraged to try new combinations of tools, resources, techniques, and approaches throughout their study. Through a collaborative process, District Directors, site administration, and VPA teachers will analyze student academic, college/career, and social-emotional data toward improving all students' services.	\$132,689.64	Yes
<b>7</b>	4.7 Interpretation/Translation Services	The District will provide resources dedicated to the improvement of translation services for parents and guardians. Translation services are to be used to ensure equitable language access for students and families—one full-time interpreter-translator stationed at each comprehensive school site. A professional learning plan for full-time and on-call interpreter-translator continues to support areas of growth. The District will continue to recruit additional indigenous interpreters. Through a collaborative process, District Directors and site administration will analyze student academic, college/career, and social-emotional data toward improving all students' services.	\$407,163.86	Yes
<b>8</b>	4.8 College Career Readiness Support	The District's College and Career Readiness program focus on developing the knowledge and skills to keep learning beyond secondary school, first in formal settings and then in the workplace through their careers to adapt to unpredictable changes and new economic conditions and opportunities. Through various student modules, activities, and student interest inventories, District Directors, site administration, teachers, college career specialists, and counselors will analyze student academic, college/career, and social-emotional data toward improving all students' services	\$106,095.72	Yes

Action #	Title	Description	Total Funds	Contributing
9	4.9 Tutoring Services	Supporting student academic needs and progress, the District will provide outside available tutoring services for all students. Tutoring services will be offered online as well as in-person college tutors on campus. Through a collaborative process, District Directors, site administration, and teachers will analyze student academic, college/career, and social-emotional data toward improving all students' services.	\$300,000.00	Yes
10	4.10 Foster Youth Liaison Services	A Program Specialist at all 4 sites will be contracted through Fighting Back Santa Maria Valley (FBSMV) will provide liaison services for Foster Youth students. FBSMV will design and implement the Foundations for Success program to improve educational outcomes for foster students focused in the area improving the percentage rate for the CCI and graduation. FBSMV will coordinate with CWS to quickly identify all students in the Foundations For Success service area. The Program Specialist will monitor progress and make adjustments to the Academic Service Plan as needed. The District will use the software program Foster Focus provided by the County to track Foster youth students.	\$300,000.00	Yes
11	4.11 Foster Youth Training and Support Programs	The District will provide Foster Youth training and support programs for staff. Counselors and support staff will work with Fighting Back Santa Maria Valley, Allan Hancock College and the Santa Barbara County Education Office to collaborate services and attend trainings to better serve our Foster Youth students. Resources identified to facilitate involvement in the Foster Youth Summit and California Youth Connection. Administrators, counselors, teachers, and support staff may attend the California State Foster Youth Summit with students.	\$10,028.46	Yes
12	4.12 Homeless Liaison Services	The liaison will provide service for the students in the district that are homeless or at the risk of becoming homeless. The liaison will work in	\$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		partnership with the district to develop a plan to provide services for homeless students. Student bus passes will be available as needed.		
13	4.13 On Track Credit Recovery Software	The District will provide a researched based online learning programs designed to drive student achievement for academic and career success. Instructional lab support will be provided for students.	\$185,000.00	Yes

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# Goals and Actions

## Goal

Goal #	Description
5	Provide technical support to all students and particularly low-income, English learners, and foster youth, to achieve college and career readiness in the 21st century.

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate	91.2%				95%
Graduation Rate-English Learners	78.5%				90.5%
Graduation Rate-Students with Disabilities	62.7%				85%
Graduation Rate-Foster Youth	70%				90.5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate- Low Income	90.5%				95%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	5.1 Educational Technology Training and LCAP Support	The District's technology programs provide ongoing training and professional learning for various educational software supporting the need to improve all students' learning gaps and low-income, English learners and foster youth students. The District provides funding for an LCAP Specialist to support district software programs supporting teachers and students with updates and access. Through a collaborative process, District Directors, site administration, and teachers will analyze student academic, college/career, and assessment data toward improving all students' academic progress through education technology programs.	\$164,635.46	Yes
2	5.2 One to One Devices	The District provides One to One devices and cases for incoming 9th graders, new students, new staff, and staff replacement devices. Students having access to a laptop gives them the ability to gain technological skills, access intervention software, college, and career readiness software, assist with academic presentations, navigating a learning management system, and support student learning. Through a collaborative process, District Directors, site administration, and teachers will analyze student academic, college/career, and assessment data toward improving all students' academic progress through education technology programs.	\$978,050.00	Yes
3	5.3 Teachers on Special Assignment (TOSA)	The District's site-level TOSA's provide direct support for teachers in the use of tablets and new instructional technologies. The instructional Technology TOSA is responsible for working directly with site instructional staff. She/he will be required to plan, communicate and implement staff training centered on assisting teachers in the use of	\$456,030.56	Yes

Action #	Title	Description	Total Funds	Contributing
		instructional technology to enhance classroom instruction by maximizing the effective use of instructional software applications, student laptops, and other applicable technological equipment. Through a collaborative process, District Directors, site administration, and teachers will analyze student academic, college/career, and assessment data toward improving all students' academic progress through education technology programs.		
4	5.4 Technical Support for One to One student devices	One to One student devices play a critical role in student academic growth. Computer Technicians assure that all students, including low-income, English learners, foster youth students have access to the technology supporting their academic learning. Through a collaborative process, District Directors, site administration, and teachers will analyze student academic, college/career, and assessment data toward improving all students' academic progress through education technology programs.	\$225,833.75	Yes
5	5.5 Learning Management System	The District's learning management system provides the teacher with strategic support for student resources, parent access to student work, and student technology skills. The District's learning management system (LMS) software platform supports the administration, documentation, tracking, reporting, equitable access, and delivery of educational courses. Through a collaborative process, District Directors, site administration, and teachers will analyze student academic, college/career, and assessment data toward improving all students' academic progress through education technology programs.	\$76,000.00	Yes

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# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate	91.2%				95%
Suspension Rate	1.6%				1%
Staff School Climate	44%				65%
School Belonging	54%				69%
School Engagement	24%				54%
Family Engagement	15%				45%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Classified Substitute Pool Program	The District will fund "sub coverage" for targeted classified positions. The Classified Substitute Pool Program will target positions directly	\$108,667.00	Yes

Action #	Title	Description	Total Funds	Contributing
		related to student safety, environment, and learning. The targeted positions that will participate in the program are Instructional Aides, Campus Security, and Custodians. Through a collaborative process, District Directors, site administration, and Plant Managers will analyze graduation data, suspension data, and school climate data toward improving services.		
<b>2</b>	Campus Security Support Staff	The District will continue to provide funding for 4 additional security to provide supervision during the school day for a safer student environment. These additional positions will be assigned to a comprehensive site but may assist other school sites due to safety. Additional funding will provide security support for extracurricular activities beyond the school day, including off-campus events that students may need supervision. Through a collaborative process, District Directors, site administration, and Plant Managers will analyze graduation data, suspension data, and school climate data toward improving services.	\$167,701.71	Yes
<b>3</b>	School Safety Training	Safety training support for administrators, security, and plant managers. School safety training will continue to support through conferences and School Resource Officer training and presentations to staff members. Through a collaborative process, District Directors, site administration, and Plant Managers will analyze graduation data, suspension data, and school climate data toward improving services.	\$46,702.85	Yes
<b>4</b>	School Resource Officers	Funding to secure School Resource Officers/Deputy services from law enforcement agencies. The District will be contracting with the City of Santa Maria Police Department for two School Resource Officers serving Santa Maria High School and Pioneer Valley High School. The District will also contract with Santa Barbara County Sheriff's Department for one School Resource Officer to serve Ernest Righetti High School and Delta Continuation High School. All three School Resource Officers will provide support in developing the District's School Safety Plan. School Resource Officers play a vital role in each	\$327,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		of the school sites providing a safe school environment. Through a collaborative process, District Directors, site administration, and Plant Managers will analyze graduation data, suspension data, and school climate data toward improving services.		
5	Fitzgerald Community School	Services for expelled students contracted through SBCEO. Services to students will include group counseling, academic support with an instructional aide, the opportunity to make up missed credits, and a transitional plan to determine conditions to return to the District. Through a collaborative process, District Directors, site administration, and counselors will analyze graduation data, suspension data, and school climate data toward improving services.	\$300,000.00	Yes
6	Attendance Intervention	The District will provide software and training designed to monitor, analyze, and facilitate parent communication related to school attendance. RaaWee will assist school sites with parent notification of attendance and the prevention of students who may be at risk of chronic absenteeism. The system will assist and be implemented as an intervention in reducing the District's chronic absenteeism and support our Student Attendance Review Board (SARB). Through a collaborative process, District Directors, site administration, and counselors will analyze graduation data, suspension data, and school climate data toward improving services.	\$78,300.00	Yes
7	Campus Custodians	Continue to provide three additional custodians during the school day at each comprehensive school site. The additional adult presence on campus during the day will increase the students' sense of safety and well-being. Through a collaborative process, District Directors, site administration, and Plant Managers will analyze graduation data, suspension data, and school climate data toward improving services.	\$477,781.87	Yes

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**



# Goals and Actions

## Goal

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Progress Indicator (ELPI)	31.6%				75%
English Language Proficiency Rate (ELPAC)	24%				65%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reclassification Rate	13.2%				30%
College & Career Readiness (CCI)	11.8%				35%
State Seal of Biliteracy Rate (ELs)	31.3%				50%
State Seal of Biliteracy Rate of ELs who met CCI	7.2%				35%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	7.1 Maintenance of Class Size Caps in EL Pathway & Core Courses with Newcomers	MMEP will work with school-level administration to maintain a class size of 25 students in all EL Pathway courses including core courses for Newcomers. The creation of smaller classes will provide more opportunities for differentiated instruction, individual student support, and more opportunities for student to student and student to teacher interactions. As a result, language proficiency and reclassification rates will improve and student eligibility for college and career and State Seal of Biliteracy will increase.	\$2,622,255.39	Yes
2	7.2 Professional Development	ELD Pathway teachers, EL Restructuring Steering Committees, and the Multilingual & Migrant Education staff (MMEP) will attend conferences and workshops and engage in writing and revising curriculum to strengthen classroom instruction and improve English learners' linguistic and academic outcomes.	\$168,845.77	Yes
3	7.3 ELD Consultants	Consultants will provide designated and integrated ELD teachers, site administrators, EL TOSA, and bilingual instructional assistants with professional learning opportunities that address ELD standards, ELPAC task types, research-based instructional routines, and strategies. Also, to provide coaching and analysis of assessment data	\$103,016.38	Yes

Action #	Title	Description	Total Funds	Contributing
		to build individual and group effectiveness in improving language proficiency and reclassification rates among English learners.		
<b>4</b>	7.4 ELD Supplemental Materials	The Multilingual & Migrant Education staff will acquire and support the use of researched-based supplemental materials, formative language assessments, software licenses, and other consumable materials to support implementation, monitoring, and evaluation of the ELD Pathway.	\$292,950.47	Yes
<b>5</b>	7.5 Data Support & Assessment	The Data specialist will support EL instructional software programs and will produce and provide regular assessment data reports to MMEP staff to monitor the progress of English Learners in meeting reclassification criteria, State Seal of Biliteracy requirements, and progress towards meeting college and career readiness.	\$76,245.35	Yes
<b>6</b>	7.6 Newcomer Support	Bilingual instructional assistants will provide English learners who are newcomers with small group and primary language support in core classes during the school day, as well as tutoring before and after school, and during extended day and summer school programs to accelerate English language proficiency and eligibility for reclassification.	\$584,736.97	Yes
<b>7</b>	7.7 EL Enrichment and Intervention	The Multilingual & Migrant Education staff will work with school staff and site administration to support extended day/summer intervention programs, credit recovery opportunities and enrichment activities such as educational field trips, guest speakers and university field trips to increase English language proficiency and college and career readiness among English learners.	\$100,000.00	Yes
<b>8</b>	7.8 Placement & Monitoring of EL Students	The Multilingual and Migrant Education staff (EL Coordinator & EL Academic Achievement Specialist) will collaborate with English Language Development (ELD) teachers, teachers on special	\$269,174.85	Yes

Action #	Title	Description	Total Funds	Contributing
		assignment and school administrators regarding placement recommendations of English learners in appropriate pathway courses, assist in the revision of ELD curriculum maps and course syllabi, analyze outcome data, and implement research-based instructional routines and strategies that are effective in improving English learners' language proficiency and reclassification rates.		
<b>9</b>	7.9 Support for Counselors	Counselors will collaborate with MMEP staff (EL Coordinator & EL Academic Achievement Specialist) to develop a clear understanding of the EL Pathway and placement criteria and become more familiar with the ELPAC assessment to increase English learners' reclassification rates. MMEP staff will provide guidance in using the Redesignated Fluent English Proficient (RFEP) monitoring tool to support re-designated students. Counselors will become more knowledgeable of the State Seal of Biliteracy criteria to assist in identifying students eligible in indigenous and world languages. As a result, English learner performance is most likely to improve, resulting in higher graduation and college/career readiness rates and an increase in the number of EL students who qualify for the State Seal of Biliteracy.	\$10,000.00	Yes
<b>10</b>	7.10 English Learner Specialist	The English language development teacher on special assignment at Santa Maria High School will work with site administration, district staff, parents, and students to strengthen the implementation of the English Learner Pathway, to provide modeling and coaching opportunities for teachers, and to support classroom instructional practices that accelerate language acquisition and improve English learners' reclassification rates.		Yes
<b>11</b>	7.11 English Learners with Disabilities	Consultants and MMEP staff (Director, EL Coordinator, EL Academic Achievement Specialist) will collaborate with special education director, special education coordinators, assistant principals responsible for special education programs and services, and the Santa Barbara County Special Education Local Plan Area (SELPA) staff to review and initiate as soon as student is eligible the completion	\$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		of reclassification procedures. Additionally, consultants, MMEP staff, district and site administrators, and SELPA staff will offer teachers and paraprofessionals professional learning opportunities on effective research-based instructional routines and strategies to improve language proficiency and reclassification rates among English learners with special needs.		

## Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

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A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
23.13%	20,227,046.00

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 1 Action #1 District provides Common Core State Standards (CCSS) professional learning opportunities to teachers to align and implement a curriculum that results in academic growth and college/career readiness for all students, particularly for foster youth, English learners, and low-income students.

Goal 1 Action #2 Supplemental CCSS resources and materials are provided to teachers to support the standards-aligned curriculum for strategic learning methods, lesson planning, and content unit development, improving student academic growth, particularly for foster youth, English learners, and low-income students.

Goal 1 Action #3 The District's Ethnic and Gender Studies program provides students with a view of concepts, events, issues, and problems from different ethnic perspectives and viewpoints (Banks, 2006), particularly for foster youth, English learners, and low-income students.

Goal 1 Action #4 The District's assessment management system is used by teachers to inform instruction to support students' academic growth using common formative assessments (CFA), benchmark assessments, and practice Smarter Balanced Assessment Consortium (SBAC) assessments. In particular, in supporting the needs of unduplicated students, the coordination of data collection will be disseminated through District Directors, site administration, and teachers through collaborative dialogue.

Goal 1 Action #5 Additional support courses are to assist students in English and math, promoting success and academic growth. Co-teaching with special education teachers serves special education students' (foster youth, English learners, and low-income students) needs in core content courses, promoting success and academic development. Included in this action are core content coaches' support in teacher instruction, student learning, and collegiality.

Goal 1 Action #6 The District's progress monitoring and student placement protocols inform teachers, site administration, and District Directors of student academic growth. The data collected is provided by site teachers on special assignments to English and math teachers to inform their instruction addressing specific learning gaps. Assessments are administered to all 9th, 10th, and 11th-grade students at a

frequency of three times a year and more frequently for students identified as a need, especially for foster youth, English learners, and low-income students.

Goal 1 Action #7 The intense literacy intervention is designed to support students with special needs, including foster youth, English learners, and low-income students. The intervention provides a learning environment for student academic growth in reading and writing skills to improve proficiency. The program offers computer-adaptive learning strategies, teacher-led instruction, planning tools, and individually targeted instruction.

Goal 1 Action #8 The District will provide an intervention program that uses technology to provide individualized scaffold silent reading practice for students with reading levels at grade 3 and higher. In collaboration with English teachers, District Directors and Site administration will disseminate data to align instructional strategies toward higher reading fluency, comprehension, and academic vocabulary, particularly for foster youth, English learners, and low-income students.

Goal 1 Action #9 The process of writing is a critical skill all students must acquire. Using a formative writing software program to help engage students in the writing process, support instruction in the classroom, and improve learning outcomes, particularly for foster youth, English learners, and low-income students.

Goal 1 Action #10 The District will support comprehensive instructional interventions that personalize learning for students with special needs, including foster youth, English learners, and low-income students. A comprehensive curriculum, individualized guidance, and real-time analytics meet each learner's unique needs. The intervention program will help track the progress of our students that have IEP's.

After assessing the needs, conditions, and circumstance of our unduplicated students (foster youth, English learner, low-income) and students with disabilities, we learned that the Smarter Balance Assessment Consortium (SBAC) proficiency rates of foster youth (ELA-20%, Math- .88%) English learner (ELA-6.69%, Math-1.76%), low-income (ELA-46.36%, Math-19.76%) students with disabilities (ELA-4.76%, Math-.94%) compared to the overall SBAC-English-49.72% and SBAC-Math-22.33% were lower.

To address the conditions of our unduplicated students and students with disabilities, the District has designed a structure to address the deficiencies rates. This includes student data to inform instructional practices and to inform instruction. Goal #1 provides the actions that support the growth over the next three years through consistent, planned professional learning addressing Common Core State Standards (CCSS), intervention support courses, research-based progress monitoring system, supplemental materials, and implementation of culturally relevant ethnic/gender course offerings. Addressing the needs of students with disabilities from Goal-1, actions 7 and 10 are educational software programs aligned to CCSS to support SBAC proficiency rates.

These actions are being provided on a District-wide basis, and we expect that all students will improve their proficiency rates based on the expected growth indicated on the metric for this goal for the SBAC. However, because of the significantly lower proficiency rates for the unduplicated students and students with disabilities, the actions meet the needs of improving SBAC proficiency rates. We expect that the SBAC proficiency rate for unduplicated and students with disabilities will increase over the next three years, meeting the outcomes of our Goal-1 metric.

Goal 2 Action #1 The District's implementation of Restorative Approaches provided the philosophy for making, maintaining, and repairing relationships and for fostering a sense of social responsibility and shared accountability to ensure that our foster youth, English learners, and low-income students and is a researched-based strategy toward the outcomes reflected in the goals metric.

Goal 2 Action #2 Parents engagement programs offered in the District provide parents with the experience of advocating for all students through a learning partnership engaging parents in their student's education and a voice of parent leadership. Parents' leadership supports and builds trust as a community. This is reflected through the parent surveys and shared with all stakeholders in providing services for foster youth, English learners, and low-income students.

Goal 2 Action #3 School surveys play a critical role in academic growth and social-emotional support for all students. Surveys are administered to students, staff, and parents/guardians to provide data for all stakeholders to review and analyze to better school culture to improve services for foster youth, English learners, and low-income students.

Goal 2 Action #4 Cultural Proficiency is an inside-out approach that influences how people relate to their colleagues, clients, and community. Cultural Proficiency is a lens for examining one's work and one's relationships. The District's goal is to establish cohorts to have all employees trained, eventually ensuring a positive climate addressing the needs of foster youth, English learners, and low-income students.

Goal 2 Action #5 The POR VIDA program is a culturally competent approach towards identifying families and youth that need or request help to address behaviors that could result in suspension and expulsion from school, failing academically and dropping out of school that may lead to or have led to the juvenile justice system. Program case managers will support participating families and students with wraparound services and support especially foster youth, English learners, and low-income students.

Goal 2 Action #6 The District's extracurricular athletic program is founded on the principle that athletics are an extension of the classroom. The athletic experience contributes to the growth of the mind and body. Athletic Directors play a crucial role in each athletic sport. At the same time, coaches create positive relationships with students to experience high school sports, focusing on engaging foster youth, English learners, and low-income students.

Goal 2 Action #7 The District's Activities Directors play an essential role in promoting the attitude and belief that a well-balanced student co-curricular program is an integral part of a well-rounded education for all students, particularly English learners, foster youth low-income students. Activity Directors provide their student members with the leadership skills necessary to develop, implement and evaluate co-curricular programs on their campuses.

After assessing the needs, conditions, and circumstances of our students, we learned through our survey data that student school climate (48%), student school belonging (54%), and student school engagement (24%) for unduplicated students were lower when compared to the percentages from other districts nationally.

To address these conditions of our unduplicated students, the District has placed new actions in goal-2 to address some of the deficiencies with student school climate, student school belonging, and student school engagement. Goal-2 actions 6 and 7 are new and assist with school climate, school belonging, and school engagement that intentionally provide opportunities for unduplicated students to participate in athletic programs and school activities. Goal-2 action 1, restorative approaches, provides the service to improve relationships toward social responsibility and shared accountability.

These actions are being provided on a District-wide level basis with the expectation that all students will benefit from the services provided. However, because of the significantly lower rates for unduplicated students and the actions that meet the needs associated with improving school climate, school belonging, and school engagement, we expect that the percentages will increase to reflect the outcomes of the goal-2 metric.



Goal 3 Action #1 The District's Career Technical Education (CTE) program allows students to learn specific career skills to complete their industry certification and participate in career technical student organizations (CTSO) to further their career pathway involvement with the focus on engaging foster youth, English learners, and low-income students as CTE completers.

Goal 3 Action #2 The District's Career Technical Education (CTE) program's ongoing growth provides staffing to meet the needs of students enrolled in each pathway to support CTE completers, particularly foster youth, English learners, and low-income students.

Goal 3 Action #3 The District's Career Technical Education (CTE) program provides industry-standard equipment for students, particularly foster youth, English learners, and low-income students, to stay current with their career skillset. Equipment is to be maintained and evaluated yearly for student safety.

Goal 3 Action #4 ROP provides our students, particularly foster youth, English learners, and low-income students, with valuable career and technical education so students can (1) enter the workforce with skills and competencies to be successful, (2) pursue advanced training in postsecondary educational institutions, or (3) upgrade existing skills and knowledge.

Goal 3 Action #5 Professional development is designed explicitly for CTE instructors and related staff. Training will focus on the promotion of CTE instructional strategies and compliance certification of staff. Professional development provides staff with current industry standards, which improves all students and fosters youth, English learners, and low-income students' knowledge of their career pathway.

After assessing our foster youth students' needs, conditions, and circumstances, we learned that the career technical education (CTE) completion rate of our foster youth students is 35% lower than the CTE rate for all students.

To address this condition of our foster youth students, the district has structured services and a program designed to address the causes or barriers of completing a CTE pathway. Goal-3, actions 1, 2, and 5 provide the resources for foster youth to be successful. These resources include the support for foster youth to participate in career technical student organizations to stay engaged toward completing their pathway industry certification and teacher professional development addressing the needs of foster youth students. A program specialist will support the needs and advocate for foster youth students. This will be part of their caseload to support the outcomes of the goal's metric.

These actions are being provided on a District-wide basis, and we expect that all students participating in the District CTE program will benefit from the actions. However, because of the significantly lower CTE pathway completion rate of foster youth students, and because the actions meet the needs associated with CTE pathway completion rates and experiences of foster youth students, the expectation that the CTE pathway completion for foster youth will increase significantly.

Goal 4 Action #1 The District's school-based counselors, psychologists, and mental health programs comprise comprehensive services. High school counselors provide equitable and appropriate services by addressing students' academic, career, and social/emotional developmental needs in addition to balancing delivery methods and recognizing students learn in multiple ways. Increased access to mental health services and supports in schools is vital to improving our students' physical and psychological safety, academic performance, and problem-solving skills. School mental health services encompass social-emotional learning, mental wellness, resilience, and positive connections between students and adults are essential to creating a school culture where students feel safe and empowered to report

safety concerns, which is proven to be among the most effective school safety strategies with a particular focus on serving the needs of foster youth, English learners, and low-income students.

Goal 4 Action #2 The District's Advancement Via Individual Determination (AVID) program is a college-readiness system that prepares students in 9th through 12th grade for college eligibility and success. AVID is for all students but targets those in the academic middle and have historically been under-served, including foster youth, English learners, and low-income students. It supports students and educators as they increase school-wide/district-wide learning and performance.

Goal 4 Action #3 The District's paraeducators and instructional aides play an essential role in supporting all students' social-emotional well-being and academic growth, particularly English learners, foster youth, and low-income students. It is important to provide professional development supporting a student-centered culture in sustaining our students' progress, creating a safe environment for all stakeholders.

Goal 4 Action #4 Crisis Intervention Staff support students through coordinated services with school counselors, school psychologists, and school therapists. Crisis Intervention staff offer an ideal context for prevention, intervention, positive development, and regular communication between school and families, focusing on serving foster youth, English learners, and low-income students.

Goal 4 Action #5 The District's partnership with the University of California, Santa Barbara (UCSB) increases the percentage of our historically underrepresented students in higher education. Each of the comprehensive sites will utilize UCSB College Site Coordinators' support to coordinate EAOP cohort services and school-wide college preparation resources throughout the academic year and include summer college readiness events focusing on serving the needs of foster youth, English learners, and low-income students.

Goal 4 Action #6 The District's Visual and Performing Arts program encourages foster youth, English learners, and low-income students to develop and value artistic creations to communicate ideas, thoughts, feelings, and emotions. Students learn to plan, develop, and present artistic products or performances that reflect their creativity through their study of art, music, drama, technology, and dance. Students are also encouraged to try new combinations of tools, resources, techniques, and approaches throughout their studies.

Goal 4 Action #7 The District will provide resources dedicated to improving translation services for parents and guardians of foster youth, English learners, and low-income students. Translation services are to ensure equitable language access for students and families—one full-time interpreter translator will be stationed at each comprehensive school site. A professional learning plan for full-time and on-call interpreter-translator continues to support areas of growth. The District will continue to recruit additional indigenous interpreters.

Goal 4 Action #8 The District's College and Career Readiness program focus on developing the knowledge and skills to keep learning beyond secondary school, first informal settings and then in the workplace through their careers to adapt to unpredictable changes and new economic conditions and opportunities, particularly for foster youth, English learners, and low-income students.

Goal 4 Action #9 Supporting student academic needs and progress, the District will provide outside tutoring services for all students. This became a particular need for our foster youth, English learner, and low-income students.

Goal 4 Action #10 Program Specialist will be assigned to a school site contracted through Fighting Back Santa Maria Valley (FBSMV) to provide liaison services for Foster Youth students. FBSMV will design and implement the Foundations for Success program to improve educational outcomes for foster students focused on improving the percentage rate for the CCI and graduation. FBSMV will coordinate with CWS to quickly identify all students in the Foundations For Success service area.

Goal 4 Action #11 The District will provide Foster Youth training and support programs for staff. Counselors and support staff will work with Fighting Back Santa Maria Valley, Allan Hancock College, and the Santa Barbara County Education Office to collaborate services and attend training to serve our Foster Youth students better. Resources will be provided that are identified as needed to facilitate involvement in the Foster Youth Summit and California Youth Connection.

Goal 4 Action #12 The liaisons will provide services for the students in the district that are homeless or at the risk of becoming homeless. The liaisons will partner with the district to develop a plan to provide services for all homeless students.

Goal 4 Action #13 The District will provide researched-based online learning programs designed to drive student achievement for academic and career success, especially for foster youth, English learners, and low-income students who may be credit deficient. Instructional lab specialists are dedicated to school labs to support student instructional needs.

After assessing the needs, conditions, and circumstances of our English learners, foster youth, and students with disabilities, we learned that the percentage of prepared college and career readiness is significantly lower compared to all and low-income students. When comparing the lowest of these student groups to all students, there is a difference of more than 31% of college and career readiness prepared students.

To address this condition of our English learners, foster youth, and students with disabilities, the District will implement a new data system to target the progress of these student groups specifically. The program is designed to address potential causes and barriers for support staff to intervene in a much more proactive response promoting student success. Goal-4 actions 1, 2, 3, 5, 8, 9, 10, 12, and 13, provide English learners, foster youth, and students with disabilities the support and resources for the academic completions of the University of California A-G, social-emotional well-being support, college trips, higher education partnerships, as well as District-wide educational college readiness resources on the benefits of higher college and career prepared students.

These actions are being provided on a District-wide basis with the expectation that all students will benefit. However, because of the significantly lower college and career prepared students and because the actions meet needs most associated with college and career preparation, the expectations of the District that the college and career preparedness rate for English learners, foster youth, and students with disabilities will increase over the next three years meeting the outcomes of the metric for goal-4.

Goal 5 Action #1 The District's technology programs provide ongoing training and professional learning for various educational software supporting the need to improve all students' learning gaps and low-income, English learners and foster youth students. The District provides funding for an LCAP Specialist to support district software programs supporting teachers and students with updates and access.

Goal 5 Action #2 The District will provide One to One devices and cases for incoming 9th graders, new students, new staff, and staff replacement devices. Students having access to a laptop gives them the ability to gain technological skills, access intervention software, college, and career readiness software, assist with academic presentations, navigate a learning management system, and support student learning, particularly for low-income, English learners and foster youth students.

Goal 5 Action #3 The District's site-level TOSA's provide direct support for teachers in the use of tablets and new instructional technologies. The instructional Technology TOSA is responsible for working directly with site instructional staff. They will be required to plan, communicate and implement staff training centered on assisting teachers in the use of instructional technology to enhance classroom instruction by maximizing the effective use of instructional software applications, student laptops, and other applicable technological equipment improving the academic learning for low-income, English learners and foster youth students.

Goal 5 Action #4 One to One student devices play a critical role in student academic growth. Computer technicians assure that all students, including low-income, English learners, foster youth students have access to the technology supporting their academic learning.

Goal 5 Action #5 The District's learning management system provides the teacher the strategic support for student resources, parent access to student work, and student technology skills learning. A Learning management system (LMS) is a software application for the

administration, documentation, tracking, reporting, equitable access, and delivery of educational courses, particularly for low-income, English learners and foster youth students, toward meeting graduation requirements.

After assessing the needs, conditions, and circumstances of our English learners, foster youth, and students with disabilities, there is a significantly lower graduation than the graduation rate of all students.

To address this condition of our English learners, foster youth, and students with disabilities, the District will emphasize its support to improve the learning gaps through the use of educational software programs that meet the different learning modalities, including students managing their homework assignments and monitoring of grades through student issued laptops. Goal -5, actions 1, 2, 3, and 5, provide English learners, foster youth, and students with disabilities the additional support and resources toward completing graduation requirements.

These actions are being provided on a District-wide basis with the expectation that all students will benefit. However, because of the significantly lower graduation rate and because the actions meet needs most associated with graduation rates, the expectations of the District that the graduation rates for of English learners, foster youth, and students with disabilities will increase over the next three years meeting the outcomes of the metric for Goal-5.

**Goal 6 Action #1** The District will fund "sub coverage" for targeted classified positions. The Classified Substitute Pool Program will target positions directly related to student safety, environment, and learning. The targeted positions that will participate in the program are Instructional Aides, Campus Security, and Custodians. These actions support the needs of English learners, foster youth, low-income students, and particularly if these are students with disabilities who depend on the support.

**Goal 6 Action #2**The District will continue to provide funding for 4 additional security to provide supervision during the school day for a safer student environment that builds on relationships with foster youth, English learners, and low-income students. These additional positions will be assigned to a comprehensive site but may assist other school sites due to safety. Additional funding will provide security support for extracurricular activities beyond the school day, including off-campus events that students may need supervision.

**Goal 6 Action #3** Safety training support for administrators, security, and plant managers contributes to improving school climate while improving suspension rates. School safety training will continue to support through conferences and School Resource Officer training and presentations to staff members. This action provides a safe environment that ensures English learners, foster youth, and low-income students toward increasing engagement.

**Goal 6 Action #4** Funding to secure School Resource Officers/Deputy services from law enforcement agencies. The District will be contracting with the City of Santa Maria Police Department for two School Resource Officers serving Santa Maria High School and Pioneer Valley High School. The District will also contract with Santa Barbara County Sheriff's Department for one School Resource Officer to serve Ernest Righetti High School and Delta Continuation High School. All three School Resource Officers will support developing the District's School Safety Plan and relationships with foster youth, low-income, and English learners. School Resource Officers play a vital role in each of the school sites providing a safe school environment.

**Goal 6 Action #5** a community day school provides for expelled students contracted through SBCEO. Services to students will include group counseling, academic support with an instructional aide, an opportunity to make up missed credits, and a transitional plan with conditions to returning to the District while focusing on the needs of foster youth, English learners, and low-income students.

Goal 6 Action #6 The District will provide software and training designed to monitor, analyze, and facilitate parent communication related to school attendance. The system will assist school sites with parent notification of attendance and the prevention of students at risk of chronic absenteeism. The system will assist and implement the intervention in reducing the District's chronic absenteeism and support our Student Attendance Review Board (SARB) to intervene and promote student engagement for foster youth, English learners, and low-income students.

Goal 6 Action #7 The District will provide three additional custodians during the school day at each comprehensive school site. The additional adult presence on campus during the day will increase the students' sense of safety and well-being, particularly for foster youth, English learners, and low-income students.

After assessing the needs, conditions, and circumstances of our English learners, foster youth, and low-income students, we learned from our survey data that the student school engagement of our English learners, foster youth, and low-income students is lower than the national average.

To address this condition of our English learners, foster youth, and low-income students, the District will work with outside agencies and staff to develop an emphasis on strategically building the capacity of engaging students that is designed to address the barriers, including the correlation of absenteeism data that may contribute toward engaging students. Goal-6 actions 1, 2, 4, 6, and 7 provide English learners, foster youth, low-income students additional supervision for a safe campus climate and a District-wide approach to improving the benefits of student school engagement.

These actions are being provided on a District-wide basis with the expectation that all students will benefit from improving student school engagement. However, because of the significantly lower student school engagement of English learners, foster youth, and low-income students and because the actions meet needs associated with the student school engagement, the District foresees student school engagement will increase significantly over the next three years meeting the outcomes of the metric for Goal-6.

Goal 7 Action #1 MMEP will work with school-level administration to maintain a class size of 25 students in all EL Pathway courses, including core courses for Newcomers. The creation of smaller classes will provide more opportunities for differentiated instruction, individual student support, and more opportunities for student-to-student and student to teacher interactions. As a result, language proficiency and reclassification rates will improve, and student eligibility for college and career and State Seal of Biliteracy will increase.

Goal 7 Action #2 ELD Pathway teachers, EL Restructuring Steering Committees, and the Multilingual & Migrant Education staff (MMEP) will attend conferences and workshops and write and revise curriculum to strengthen classroom instruction improve English learners' linguistic and academic outcomes.

Goal 7 Action #3 Consultants will provide designated and integrated ELD teachers, site administrators, EL TOSA, and bilingual instructional assistants with professional learning opportunities that address ELD standards, ELPAC task types, research-based instructional routines, and strategies that provide coaching and analysis of assessment data to build individual and group effectiveness in improving language proficiency and reclassification rates among English learners.

Goal 7 Action #4 The Multilingual & Migrant Education staff will acquire and support the use of researched-based supplemental materials, formative language assessments, software licenses, and other consumable materials to support implementation, monitoring, and evaluation of the ELD Pathway.

Goal 7 Action #5 The Data specialist will support EL instructional software programs. It will produce and provide regular assessment data reports to MMEP staff to monitor English learners' progress in meeting reclassification criteria, State Seal of Biliteracy requirements, and progress towards meeting college and career readiness.

Goal 7 Action #6 Bilingual instructional assistants will provide English learners who are newcomers with a small group and primary language support in core classes during the school day, as well as tutoring before and after school, and during extended day and summer school programs to accelerate English language proficiency and eligibility for reclassification.

Goal 7 Action #7 The Multilingual & Migrant Education staff will work with school staff and site administration to support extended day/summer intervention programs, credit recovery opportunities, and enrichment activities such as educational field trips, guest speakers, and university field trips to increase English language proficiency and college and career readiness among English learners.

Goal 7 Action #8 The Multilingual and Migrant Education staff (EL Coordinator, EL Academic Achievement Specialist) will collaborate with English Language Development (ELD) teachers, teachers on special assignment, and school administrators regarding placement recommendations of English learners appropriate pathway courses, assist in the revision of ELD curriculum maps and course syllabi, analyze outcome data, and implement research-based instructional routines and strategies that are effective in improving English learners' language proficiency and reclassification rates.

Goal 7 Action #9 Counselors will collaborate with MMEP staff (Director, EL Coordinator, EL Academic Achievement Specialist) to develop a clear understanding of the EL Pathway and placement criteria and to become more familiar with the ELPAC assessment to increase reclassification rates among English Learners. MMEP staff will guide in using the RFEP monitoring tool to support re-designated students and become more knowledgeable of the criteria for the SSB. It will assist in identifying students eligible in indigenous and world languages. English learner performance is most likely to improve, resulting in higher graduation and college/career readiness rates, and increased EL students who qualify for the State Seal of Biliteracy.

Goal 7 Action #10 The English language development teacher on special assignment at Santa Maria High School will work with site administration, district staff, parents, and students to strengthen the implementation of the English Learner Pathway, provide modeling and coaching opportunities for teachers, and to support classroom instructional practices that accelerate language acquisition and improve English learners' reclassification rates.

Goal 7 Action #11 Consultants and MMEP staff (Director, EL Coordinator, EL Academic Achievement Specialist) will collaborate with special education director, special education coordinators, assistant principals responsible for special education programs and services, and the Santa Barbara County Special Education Local Plan Area (SELPA) staff to review and initiate as soon as the student is eligible for completion of reclassification procedures. Additionally, consultants, MMEP staff, district and site administrators, and SELPA staff will offer teachers and paraprofessionals professional learning opportunities on effective research-based instructional routines and strategies to improve language proficiency and reclassification rates among English learners with special needs.

After assessing our English learner students' needs, conditions, and circumstances, the District learned that the college and career readiness rates were low compared to all students and is an area that needed to improve over the next three years.

To address this condition of our English learner students, the District developed an intense English Language Development program designed to implement designated instructional courses and instructional strategies to improve college and career readiness rates. Goal 7, actions 1, 2, 4, 6, 7, 8, 9, 11, provide the support and resources in a District-wide approach on improving college and career readiness rates that will also contribute to increased reclassification rates and English learner progress.

Because Goal-7 is a focused goal, these actions are provided on a district-wide basis to all English learners, expecting that all students' college and career rates will improve. However, because of the significantly lower college and career rate of English learners, and because the actions meet needs most associated with the reclassification, English learner progress, and English language proficiency, the District expects the college and career rate will increase over the next three years meeting the outcomes of the metric.

The Santa Maria Joint Union High School District's Local Control Accountability Plan has collaborated with its stakeholders to support the actions and expenditures of funds marked as contributing to increased or improved services were developed with the focus on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions design, content, method, and/or location that best meets the identified need. All actions were developed using extensive analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to support effectiveness in meeting the District's LCAP goals and the identified needs of the unduplicated student groups.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The Santa Maria Joint Union High School District has calculated that it will receive \$20,227,046.00 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 23.13%. The District and the support of its stakeholders have demonstrated that it has met the 23.13% proportionality percentage by planning to expend Supplemental and Concentration funds on actions or services that are principally directed toward the unduplicated student population as summarized above with each contributing action describe within the plan.

The Santa Maria Joint Union High School District has dedicated Supplement and Concentration funds to increase and improve services for our unduplicated students in the following ways:

1. Increase personnel cost for student academic counseling services to improve college and career readiness.
2. Increase social-emotional well-being services of the District's school-based mental health program with the addition of 4 more therapists for a total of 8 therapists.
3. Personnel cost to lower the student/teacher ratio for English learners and newcomer students.
4. Personnel cost to further develop and implement engaging, rigorous course offerings to better prepare students in career technical education pathways.
5. Personnel costs to implement a co-teaching model in English, math, science, and social studies courses to mainstream students with disabilities to provide instructional opportunities for direct and targeted instruction.
6. Personnel cost to provide a safe school environment that contributes to student school climate, belonging, and engagement.
7. Contracted services through non-profit organizations to support the specific needs of unduplicated students.
8. Creating a culturally proficient climate for all stakeholders towards equity and access.
9. Improving the instructional program through consistent and sustained professional development, professional learning, staff collaboration, and the effective use of data-driven instruction that aligned to Common Core State Standards and other state standards.

10. The addition of designated support courses to improve the accelerated acquisition of English for English learners support through sustain professional learning, staff collaboration, and the effective use of data-driven instruction aligned to the English Language Development standards.
11. Personnel cost of bilingual instructional aides to support the academic growth of our English learners.
12. Tutoring services provided virtual and in-person college-age tutors for all courses of study.
13. Pilot of an English Language Development specialist to support the instructional needs of teachers teaching English learners at Santa Maria High School.

The District's Local Control Accountability Plan supports the needs of unduplicated students provided by district-wide goals and actions to increase student efficiency and effectiveness.



## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$20,227,046.00	\$1,129,005.00			\$21,356,051.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$13,862,501.89	\$7,493,549.11

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	1.1 Common Core Support Services	\$171,422.18	\$172,350.00			\$343,772.18
1	2	English Learners Foster Youth Low Income	1.2 Supplemental Resources	\$45,400.00				\$45,400.00
1	3	English Learners Foster Youth Low Income	1.3 Ethnic and Gender Studies	\$85,361.26				\$85,361.26
1	4	English Learners Foster Youth Low Income	1.4 Assessment Management System	\$70,000.00				\$70,000.00
1	5	English Learners Foster Youth Low Income	1.5 Intervention and Support	\$2,589,086.59				\$2,589,086.59
1	6	English Learners Foster Youth Low Income	1.6 Progress Monitoring and Student Placement	\$85,000.00				\$85,000.00
1	7	English Learners Foster Youth Low Income	1.7 Intense Literacy Intervention Support	\$10,000.00				\$10,000.00
1	8	English Learners Foster Youth Low Income	1.8 Reading Comprehension Support	\$66,000.00				\$66,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	9	English Learners Foster Youth Low Income	1.9 Academic Writing Support	\$90,000.00				\$90,000.00
1	10	English Learners Foster Youth Low Income	1.10 Comprehensive Intervention Curriculum	\$20,000.00				\$20,000.00
2	1	English Learners Foster Youth Low Income	2.1 Restorative Justice Planning	\$6,636.01				\$6,636.01
2	2	English Learners Foster Youth Low Income	2.2 Parent Engagement Programs	\$101,177.14				\$101,177.14
2	3	English Learners Foster Youth Low Income	2.3 School Climate Surveys	\$42,500.00				\$42,500.00
2	4	English Learners Foster Youth Low Income	2.4 Cultural Proficiency	\$55,132.75				\$55,132.75
2	5	English Learners Foster Youth Low Income	2.5 Student/Parent/Guardian Engagement - Por Vida	\$350,000.00				\$350,000.00
2	6	English Learners Foster Youth Low Income	2.6 Extracurricular Athletic Program Support	\$900,000.00				\$900,000.00
2	7	English Learners Foster Youth Low Income	2.7 Student Activities	\$101,000.00				\$101,000.00
2	8	English Learners Foster Youth Low Income	District Wide Parent Engagement Coordinator		\$96,655.00			\$96,655.00
3	1	English Learners Foster Youth Low Income	3.1 Career Technical Education Certifications	\$100,000.00				\$100,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	English Learners Foster Youth Low Income	3.2 Staffing support for CTE	\$889,642.75				\$889,642.75
3	3	English Learners Foster Youth Low Income	3.3 CTE Pathway Equipment Support	\$600,000.00				\$600,000.00
3	4	English Learners Foster Youth Low Income	3.4 SMJUHSD/SBCEO ROP Partnership	\$325,092.62				\$325,092.62
3	5	English Learners Foster Youth Low Income	3.5 CTE Professional Development	\$15,000.00				\$15,000.00
4	1	English Learners Foster Youth Low Income	4.1 Districtwide Counseling Service	\$3,323,931.40				\$3,323,931.40
4	2	English Learners Foster Youth Low Income	4.2 Advancement Via Individual Determination (AVID) Sections	\$1,231,375.40				\$1,231,375.40
4	3	English Learners Foster Youth Low Income	4.3 Paraeducator and Instructional Aid Training and Resources	\$23,000.00				\$23,000.00
4	4	English Learners Foster Youth Low Income	4.4 Crisis Intervention Staff	\$280,381.84				\$280,381.84
4	5	English Learners Foster Youth Low Income	4.5 Early Academic Outreach Program (EAOP) Services	\$255,000.00				\$255,000.00
4	6	English Learners Foster Youth Low Income	4.6 Visual and Performing Arts Program	\$132,689.64				\$132,689.64
4	7	English Learners Foster Youth Low Income	4.7 Interpretation/Translation Services	\$407,163.86				\$407,163.86

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	8	English Learners Foster Youth Low Income	4.8 College Career Readiness Support	\$106,095.72				\$106,095.72
4	9	English Learners Foster Youth Low Income	4.9 Tutoring Services		\$300,000.00			\$300,000.00
4	10	Foster Youth	4.10 Foster Youth Liaison Services	\$300,000.00				\$300,000.00
4	11	Foster Youth	4.11 Foster Youth Training and Support Programs	\$10,028.46				\$10,028.46
4	12	English Learners Foster Youth Low Income	4.12 Homeless Liaison Services		\$150,000.00			\$150,000.00
4	13	English Learners Foster Youth Low Income	4.13 On Track Credit Recovery Software		\$185,000.00			\$185,000.00
5	1	English Learners Foster Youth Low Income	5.1 Educational Technology Training and LCAP Support	\$164,635.46				\$164,635.46
5	2	English Learners Foster Youth Low Income	5.2 One to One Devices	\$978,050.00				\$978,050.00
5	3	English Learners Foster Youth Low Income	5.3 Teachers on Special Assignment (TOSA)	\$456,030.56				\$456,030.56
5	4	English Learners Foster Youth Low Income	5.4 Technical Support for One to One student devices	\$225,833.75				\$225,833.75
5	5	English Learners Foster Youth Low Income	5.5 Learning Management System	\$76,000.00				\$76,000.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$20,227,046.00	\$21,356,051.00
<b>LEA-wide Total:</b>	\$17,604,790.61	\$18,733,795.61
<b>Limited Total:</b>	\$2,622,255.39	\$2,622,255.39
<b>Schoolwide Total:</b>	\$300,000.00	\$300,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	1.1 Common Core Support Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$171,422.18	\$343,772.18
1	2	1.2 Supplemental Resources	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$45,400.00	\$45,400.00
1	3	1.3 Ethnic and Gender Studies	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$85,361.26	\$85,361.26
1	4	1.4 Assessment Management System	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$70,000.00	\$70,000.00
1	5	1.5 Intervention and Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,589,086.59	\$2,589,086.59
1	6	1.6 Progress Monitoring and Student Placement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$85,000.00	\$85,000.00
1	7	1.7 Intense Literacy Intervention Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$10,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	8	1.8 Reading Comprehension Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$66,000.00	\$66,000.00
1	9	1.9 Academic Writing Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$90,000.00	\$90,000.00
1	10	1.10 Comprehensive Intervention Curriculum	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	\$20,000.00
2	1	2.1 Restorative Justice Planning	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,636.01	\$6,636.01
2	2	2.2 Parent Engagement Programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$101,177.14	\$101,177.14
2	3	2.3 School Climate Surveys	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$42,500.00	\$42,500.00
2	4	2.4 Cultural Proficiency	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$55,132.75	\$55,132.75
2	5	2.5 Student/Parent/Guardian Engagement - Por Vida	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$350,000.00	\$350,000.00
2	6	2.6 Extracurricular Athletic Program Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$900,000.00	\$900,000.00
2	7	2.7 Student Activities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$101,000.00	\$101,000.00
2	8	District Wide Parent Engagement Coordinator	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$96,655.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	1	3.1 Career Technical Education Certifications	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	\$100,000.00
3	2	3.2 Staffing support for CTE	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$889,642.75	\$889,642.75
3	3	3.3 CTE Pathway Equipment Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$600,000.00	\$600,000.00
3	4	3.4 SMJUHSD/SBCEO ROP Partnership	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$325,092.62	\$325,092.62
3	5	3.5 CTE Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,000.00	\$15,000.00
4	1	4.1 Districtwide Counseling Service	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,323,931.40	\$3,323,931.40
4	2	4.2 Advancement Via Individual Determination (AVID) Sections	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,231,375.40	\$1,231,375.40
4	3	4.3 Paraeducator and Instructional Aid Training and Resources	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$23,000.00	\$23,000.00
4	4	4.4 Crisis Intervention Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$280,381.84	\$280,381.84
4	5	4.5 Early Academic Outreach Program (EAOP) Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$255,000.00	\$255,000.00
4	6	4.6 Visual and Performing Arts Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$132,689.64	\$132,689.64

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
4	7	4.7 Interpretation/Translation Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$407,163.86	\$407,163.86
4	8	4.8 College Career Readiness Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$106,095.72	\$106,095.72
4	9	4.9 Tutoring Services	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$300,000.00
4	10	4.10 Foster Youth Liaison Services	LEA-wide	Foster Youth	All Schools	\$300,000.00	\$300,000.00
4	11	4.11 Foster Youth Training and Support Programs	LEA-wide	Foster Youth	All Schools	\$10,028.46	\$10,028.46
4	12	4.12 Homeless Liaison Services	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$150,000.00
4	13	4.13 On Track Credit Recovery Software	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$185,000.00
5	1	5.1 Educational Technology Training and LCAP Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$164,635.46	\$164,635.46
5	2	5.2 One to One Devices	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$978,050.00	\$978,050.00
5	3	5.3 Teachers on Special Assignment (TOSA)	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$456,030.56	\$456,030.56
5	4	5.4 Technical Support for One to One student devices	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$225,833.75	\$225,833.75
5	5	5.5 Learning Management System	LEA-wide	English Learners Foster Youth	All Schools	\$76,000.00	\$76,000.00



Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			

**Annual Update Table Year 1 [2021-22]**

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			<b>Totals:</b>	<b>Planned Expenditure Total</b>	<b>Estimated Actual Total</b>
			Totals:		

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

**General Information** – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

**LCAP Highlights** – Identify and briefly summarize the key features of this year's LCAP.

**Comprehensive Support and Improvement** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Stakeholder Engagement

## Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

### ***Focus Goal(s)***

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.



**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### ***Broad Goal***

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### ***Maintenance of Progress Goal***

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

### ***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

**Goal Analysis:**

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

## **Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students**

### **Purpose**

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### **Requirements and Instructions**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

**Percentage to Increase or Improve Services:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

***Unduplicated Percentage > 55%:*** For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55%:*** For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40% or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

## Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.





# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

Challenge and support all students to demonstrate proficiency in the Common Core State and other state adopted standards and acquire the knowledge and skills, to be successful and prepared to continue their education, and be successful in transitioning to a meaningful career.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                               Priority 2: State Standards (Conditions of Learning)  
                               Priority 4: Pupil Achievement (Pupil Outcomes)  
                               Priority 7: Course Access (Conditions of Learning)  
                               Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Teachers appropriate assigned and fully credentialed</p> <p><b>19-20</b> 100% teachers fully credentialed</p> <p><b>Baseline</b> 98% of Teachers are fully credentialed</p>	<p>100% of the teachers were fully credentialed for the 2019-20 school year.</p>
<p><b>Metric/Indicator</b> Access to Instructional Materials</p> <p><b>19-20</b> Maintain 100% access to Instructional Material.</p> <p><b>Baseline</b> Currently all students have access to Instructional Material.</p>	<p>All students had access to Instructional Material for the 2019-2020 school year.</p>
<p><b>Metric/Indicator</b> Facilities are maintained</p> <p><b>19-20</b> FIT Report- No Deficiency</p>	<p>Fit Report had No Deficiencies for the 2019-2020 school year.</p>

Expected	Actual
<b>Baseline</b> FIT Report- No Deficiency	
<b>Metric/Indicator</b> College/Career Readiness  <b>19-20</b> Increase College/Career Readiness by 5% from 30% to 35%.  <b>Baseline</b> Currently 21.5% of 11th grade students are Prepared for College/Careers.	College/Career Readiness increased by 8% to 38% prepared.

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 The Common Core State Standards for Math and English are supported throughout the District in developing student learning environments that prepare students to be college and career-ready. Science standards will be supported in planning and developing the Curriculum and attending NGSS Rollouts. The Social Studies Departments are to be supported in implementing the new curriculum and instruction with the new Social Studies Framework and Rollouts.	1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$88,000  2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$3,500  3000-3999: Employee Benefits LCFF/Supp-Conc \$214,926  4000-4999: Books And Supplies LCFF/Supp-Conc \$70,000  5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$193,334	1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$68,362  2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$458  3000-3999: Employee Benefits LCFF/Supp-Conc \$10,676  4000-4999: Books And Supplies LCFF/Supp-Conc \$112,301  5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$182,962
1.2 The District will provide Professional Development for Instructional Aides in Special Education. The District will also provide training and Professional Development for other support staff to address the needs of unduplicated students.	2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$1,400  3000-3999: Employee Benefits LCFF/Supp-Conc \$414  4000-4999: Books And Supplies LCFF/Supp-Conc \$1,500	2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$1,273  3000-3999: Employee Benefits LCFF/Supp-Conc \$113  4000-4999: Books And Supplies LCFF/Supp-Conc \$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$11,500	5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$5,310
1.3 The District will provide training that supports essential elements of successful Professional Learning Communities (PLC). Teachers will have the opportunity to attend PLC conferences, work on CFAs, lesson planning, content unit development, performance task, and professional dialogue. As support to the implementation plan of PLCs Adaptive Schools and “Habits of Mind” training for teachers in facilitating of PLCs.	1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$55,100 3000-3999: Employee Benefits LCFF/Supp-Conc \$10,619 4000-4999: Books And Supplies LCFF/Supp-Conc \$7,239 5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$45,000	1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$31,227 3000-3999: Employee Benefits LCFF/Supp-Conc \$4,631 4000-4999: Books And Supplies LCFF/Supp-Conc \$300 5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$8,737
1.4 The District will provide software as an assessment system to reflect the testing experience for the student when taking the Smarter Balanced Assessments. Teachers will be trained to use the system with their students. Teachers will be trained to create assessments, performance task and common formative assessments (CFA).	1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$10,000 3000-3999: Employee Benefits LCFF/Supp-Conc \$1,928 5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$70,000	1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$0 3000-3999: Employee Benefits LCFF/Supp-Conc \$0 5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$69,247
1.5 Additional funding for English, math and special education to either co-teach or teach a support intervention class in core content courses. In addition, provide a .6 FTE TOSA to support the implementation of the new NGSS curriculum.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$920,052 3000-3999: Employee Benefits LCFF/Supp-Conc \$100,000	1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$764,379 3000-3999: Employee Benefits LCFF/Supp-Conc \$263,595 5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$1,394

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The allocated funds for the actions/services for this goal were used to support students and teachers. The unused funds budgeted in goal 1 intended for teacher professional development and supplemental resources came from certificated salaries, employee benefits, and service operating expenditures. Due to the pandemic, services such as teachers attending conferences and training were canceled, contributing to unused funds. Goal 1 balance of \$137,953.08 was placed in the District's general fund balance due to the pandemic and economic uncertainty.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal number 1 provides our teachers' service to support our students in learning through Common Core State Standards and other content standards. The success for the academic year 2019/2021 was the District's improvement on the College Career Indicator. The 2019/2020 academic year of college and career-prepared students was 38.0% compared to the 2018/2019 academic year, 31.7% college and career-prepared. There was a decrease in the 2019/2020 school year for the percentage of a student approaching prepare of 1% (21.4%(2018/2019) to 20.4% (2019/2020)) and a decrease in student percentages not prepared of 5.2% (46.9% (2018/2019) to 41.7% (2019/2020)). Socioeconomically disadvantaged students maintained a status above 80% prepared. The area to improve on for college and career continues in the subgroups English Learners, Students with Disabilities, Foster Youth, and Homeless. The District's A-G completion for the academic year 2019/2020 had 559 students complete compared to the academic year 2018/2019 had 456. This is a growth of 103 more students. The District's CTE program had a growth in the academic year 2019/2020 of 35.4% of pathway completers compared to 26.6% for the 2018/2019 academic year. The subgroups for improvement for CTE pathway completers are socioeconomically disadvantaged, students with disabilities, foster youth, and homeless students.

The academic year 2019/2020, Smarter Balance Assessment Consortium (SBAC) was not given to provide a comparison of growth. The District's Renaissance Learning program used to measure English Language Arts (ELA) reading and math academic growth showed 63.2% growth in ELA and 62.9% in math of students who were assessed in 2019/2020. The proficiency rates gathered from Renaissance Learning for ELA reading were 31.7%, and math was 38.4% for the academic year 2019/2020.

Students who took one or more advanced placement exams in the District were 59.4% proficient with a score of 3 or higher.

The data provided above shows that the District moves in the right direction of providing services to unduplicated students (English Learners, Socioeconomically disadvantaged, and foster youth) and all other students. The data above shows the effectiveness of the actions/services providing the outcomes to support the goal. There are areas of growth that need to be improved for the next Local Control Accountability Plan. The subgroups of English learners, foster youth, students with disabilities, and homeless students had

growth in 2019/2020. This will continue to be an area of focus. Even though the challenges with the pandemic, our unduplicated students showed academic growth through the actions/services such as intervention courses, co-teaching, and the impact of a continued professional development plan.

## Goal 2

2. Create a culture of respect and caring that supports positive relationships among all stakeholders.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)  
Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Parents Participating in translating services for parent meetings.</p> <p><b>19-20</b> Increase the number of translations and interpretation opportunities by 5%</p> <p><b>Baseline</b> 550 meetings in 1 semester 375 Translations in 1 semester</p>	<p>Total site meetings 1043 Total translated documents 932</p>
<p><b>Metric/Indicator</b> Parent Engagement Programs</p> <p><b>19-20</b> Increase Parent graduation by 10%</p> <p><b>Baseline</b> PIQE had 228 Parents Graduate PIDA had 86 Parents Graduate</p>	<p>Due to the pandemic parent engagement programs were suspended in March 2020 and not completed.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.1 The District will Provide resources dedicated to the improvement of translation services in the district. Translation services are to be used to provide equitable language access for students and families. One full time interpreter-translator will be stationed at each comprehensive school site. An additional Mixteco interpreter-translator was hired to support the increase of Mixteco families. Hours were extended, so that all evening parent events are covered. A professional learning plan for full time and on-call interpreter-translator will be implemented. The district will continue to recruit additional indigenous interpreters.</p>	<p>2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$241,699</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$93,429</p> <p>4000-4999: Books And Supplies LCFF/Supp-Conc \$10,000</p> <p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$57,000</p>	<p>2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$248,221</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$93,516</p> <p>4000-4999: Books And Supplies LCFF/Supp-Conc \$18,611</p> <p>5000-5999: Services And Other Operating Expenditures Not Applicable \$10,261</p>
<p>2.2 The District will fund programs like Parent Institute for Quality Education (PIQE), Parents on a Mission, site developed parent trainings and adult learning partnerships to engage parents in their student's education and school leadership. The District will continue to expand Mixteco parent support..</p>	<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$23,250</p> <p>2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$74,300</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$26,403</p> <p>4000-4999: Books And Supplies LCFF/Supp-Conc \$10,099</p> <p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$35,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$19,869</p> <p>2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$51,193</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$9,030</p> <p>4000-4999: Books And Supplies LCFF/Supp-Conc \$8,890</p> <p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$38,476</p>
<p>2.3 The District will administer a survey to students, staff and parents to determine School Climate.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$100</p> <p>2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$1,500</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$462</p>	<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$0</p> <p>2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$0</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$0</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999: Books And Supplies LCFF/Supp-Conc \$2,000  5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$43,766	4000-4999: Books And Supplies LCFF/Supp-Conc \$0  5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$32,219
2.4 The District will implement Revised and new elective a-g Ethnic and Gender Studies Courses for district submission and develop and curate curriculum and resources for approved courses.	1000-1999: Certificated Personnel Salaries LCFF/Supp- Conc \$10,000  2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$2,000  3000-3999: Employee Benefits LCFF/Supp-Conc \$2,518  4000-4999: Books And Supplies LCFF/Supp-Conc \$2,500  5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$57,540	1000-1999: Certificated Personnel Salaries LCFF/Supp- Conc \$8,499  2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$56  3000-3999: Employee Benefits LCFF/Supp-Conc \$1,561  4000-4999: Books And Supplies LCFF/Supp-Conc \$422  5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$25,954
2.5 District and site staff members will continue attending Cultural Proficiency training that will provide staff development in the area of access and equity for all students, training will include but is not limited to:  Just Communities' Institute for Equity in Education (IEE) will be attended by District and Site staff.  Community Learning Institute (CLI), will continue to help teens from all over the Central Coast become a tight-knit community.  Just Communities' Talking In Class enables schools to tap into the expertise of their students and, in doing so, develop new and more effective solutions.	1000-1999: Certificated Personnel Salaries LCFF/Supp- Conc \$7,600  2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$1,500  3000-3999: Employee Benefits LCFF/Supp-Conc \$1,908  5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$90,914	1000-1999: Certificated Personnel Salaries LCFF/Supp- Conc \$3,552  2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$0  3000-3999: Employee Benefits LCFF/Supp-Conc \$582  4000-4999: Books And Supplies LCFF/Supp-Conc \$2,094  5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$43,097
2.6 The POR VIDA program is a culturally competent approach towards identifying families and youth that are in need of, and are requesting,	4000-4999: Books And Supplies LCFF/Supp-Conc \$5,000	2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$178

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>help to address at-risk behaviors that could result in suspension and expulsion from school, failing academically and/or dropping out of school, or other behavioral actions that may lead to or have led to the juvenile justice system. This program will provide case management of selected families and youth who are in desperate need of wraparound services and support. POR VIDA is also an acronym for Positive Outreach and Redirection, Violence Interruption, Interventions for Drugs and Alcohol.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$165,000</p>	<p>3000-3999: Employee Benefits LCFF/Supp-Conc \$15</p> <p>4000-4999: Books And Supplies Grant Funding \$0</p> <p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$170,410</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The allocated funds for the actions/services for this goal were used to support students, parents/guardians, and teachers. All in-person parent engagement meetings were canceled and resumed remotely in the fall of 2020. Parents on Mission sessions for parents were canceled due to the vendor's lack of a virtual format. The District Program for Quality Institute (PIQE) program for parents was canceled by school sites in the spring of 2019; however, the Mixteco session offered by the district was held remotely in the winter of 2020.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal number 2 is an essential need in building the culture of our District. According to the District survey data regarding student distance learning and well-being/social-emotional learning survey, students had a 78% favorable response to supportive relationships for the academic school year 2019/2020. Supportive relationships were the highest of favorable responses that included students reflecting they had a friend who they can count on (85%), a teacher who they can count on for help (71%), have a family member or adult you can count on (87%), and have a friend from school who you can be yourself around (92%). The survey also provided areas in the 50% range of favorability, such as distance learning, positive feelings, and daily habits. There were two other areas: challenging feelings and distance learning environments in the 40% and below percentile range. Challenging feelings addressed student stress, sadness, frustration, and loneliness. Distant learning environment addressed challenges with schoolwork, completed assignments, technology, and peer to peer communication.

The survey data also reflected the teacher's perspective for the academic year 2019/2020. Teachers positively responded to 72% on student support with professional distance learning needs and well-being in low 50% favorability. Areas of growth are collaboration, family communication, and student engagement. The change from in-person instruction to distance learning had its challenges.

Teaching and learning were now virtual, which was new for most students, with the challenge to provide and create online materials for students.

The data from the survey for parents/guardians reflected a 70% favorability. Parents/guardians responded above 80% favorable to having housing, child care, and reliable access to a computer. The areas of concern for parents/guardians were student learning, student emotional well-being, and access to the internet.

Services for goal 2 continued through the year. Support for interpretation/translation played an essential role with communication to parents and keeping them engaged in the student learning process. Professional development for teachers in the area of ethnic/gender studies and cultural proficiency was provided for most of the school year until the pandemic. Students who participated in the POR VIDA program had positive results, such as improved attendance, behavior, and graduation rate.

## Goal 3

### 3. Strengthen the quality for career education programs and services

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Graduation Rate</p> <p><b>19-20</b> Increase Graduation Rate by 1.5%</p> <p><b>Baseline</b> Currently the district has 93.5% graduation rate.</p>	<p>The graduation rate for the 2020 school year was 91.2% which is a 2.3% decrease from the previous year.</p>
<p><b>Metric/Indicator</b> Students with Disabilities Graduation Rate</p> <p><b>19-20</b> Increase Graduation Rate for students with Disabilities by 2%</p> <p><b>Baseline</b> Currently the district has 67.9% graduation rate for students with Disabilities.</p>	<p>The graduation rate for students with Disabilities for the 2020 school year was 62.7% which is a 5.2% decrease from the previous year.</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1 Career Technical Education Incentive Grant	No Cost	No Cost

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>The District will continue extending our sequence of Career Technical Education (CTE), leading to postsecondary education programs and a career pathway to obtain employment in these other areas: - Agriculture and Natural Resources - Arts, Media, and Entertainment - Business &amp; Finance - Energy, Environment, &amp; Utilities - Engineering &amp; Architecture - Health Science &amp; Medical Technology - Hospitality, Recreation, &amp; Tourism - Information &amp; Communication Technologies - Manufacturing &amp; Product. The district will align and strengthen CTE of standards) by Outlining Programs of study for each of the 9 career pathways Support faculty collaboration, team teaching, and industry to collaborate, support, and unite the curriculum with real-world applications.</p>		
<p>3.2 CTE Facility Consumable Supplies &amp; Limited Life Equipment (5 Years or Less)</p> <p>The CTE Center/Ag Farm is a 25.3 acre facility designed to accommodate three structures along with farm acreage. The structures consist of four large workshops, one large industrial kitchen with two adjoining classrooms, and one large animal barn. The facility will host eight pathways: Light Diesel Mechanics, Machining &amp; Forming Technologies, Residential and Commercial Construction, Home Health Aide, Hospital Health Careers, Culinary Arts, Agriculture Animal Science, and Agriculture Plant &amp; Soil Science. These programs will require a significant amount of consumable supplies along and safety equipment.</p>	<p>4000-4999: Books And Supplies LCFF/Supp-Conc \$234,000</p>	<p>4000-4999: Books And Supplies LCFF/Supp-Conc \$737</p>
<p>3.3 CTE Existing Pathway Equipment Support</p> <p>The district will provide funds to augment and improve existing pathways by replacing sub-standard equipment with state-of-the-art equipment that meets industry standard. Additionally, the District will target equipment that has exceeded its life expectancy and is no longer viable.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$1,000</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$193</p> <p>6000-6999: Capital Outlay LCFF/Supp-Conc \$150,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$0</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$0</p> <p>4000-4999: Books And Supplies LCFF/Supp-Conc \$136,905</p> <p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$14,644</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		6000-6999: Capital Outlay LCFF/Supp-Conc \$13,318
3.4 The District will provide ROP staffing costs for the school year 2019/20. The District will offer the following courses: Sports Medicine Kinesiology, Communication Technology, Medical Sciences/Health Careers, Advanced Automotive, Advanced CAD Manufacturing, Professional Business Communication, Office Technology, Advanced Agriculture Mechanics, Ornamental Horticulture, Viticulture Occupations, Communication Technology, Multimedia Occupations, Economics & Finance, and Advanced Video Productions.	1000-1999: Certificated Personnel Salaries LCFF/Supp- Conc \$447,280  3000-3999: Employee Benefits LCFF/Supp-Conc \$152,619	1000-1999: Certificated Personnel Salaries LCFF/Supp- Conc \$332,943  3000-3999: Employee Benefits LCFF/Supp-Conc \$111,174
3.5 Guidance Staff and Counselor Training The District will provide Career Education Programs training for guidance staff, counselors and related personnel.	1000-1999: Certificated Personnel Salaries LCFF/Supp- Conc \$1,940  3000-3999: Employee Benefits LCFF/Supp-Conc \$374  5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$7,500	1000-1999: Certificated Personnel Salaries LCFF/Supp- Conc \$66  3000-3999: Employee Benefits LCFF/Supp-Conc \$8  5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$156
3.6 CTE New Pathway Equipment Support The district is developing five new pathways located at the new Career Technical Education. The Industry Sectors and Pathways are as follows: Transportation-Light Diesel Mechanics, Manufacturing and Product Development-Machining and Forming Technologies, Building and Construction Trades-Residential and Commercial Construction, and Health Science and Medical Technologies-Home Health Aide & Hospital Health Careers. The programs will require significant start-up equipment funding over a two-year period.	4000-4999: Books And Supplies LCFF/Supp-Conc \$250,000  6000-6999: Capital Outlay LCFF/Supp-Conc \$550,000	4000-4999: Books And Supplies LCFF/Supp-Conc \$0  5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$5,182  6000-6999: Capital Outlay LCFF/Supp-Conc \$0
3.7 CTE Professional Development Professional development specifically designed for CTE instructors and related staff. Training will focus on the promotion, CTE instructional strategies and compliance.	1000-1999: Certificated Personnel Salaries LCFF/Supp- Conc \$1,200  3000-3999: Employee Benefits LCFF/Supp-Conc \$232	1000-1999: Certificated Personnel Salaries LCFF/Supp- Conc \$5,368  3000-3999: Employee Benefits LCFF/Supp-Conc \$789

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$25,000	4000-4999: Books And Supplies LCFF/Supp-Conc \$54  5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$32,955
3.8 CTE Student/Parent Outreach The District will support to creation and distribution off various promotional materials designed to educate and inform students and parents on Career Technical Education opportunities in the district.	4000-4999: Books And Supplies LCFF/Supp-Conc \$2,500  5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$2,500	4000-4999: Books And Supplies LCFF/Supp-Conc \$0  5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$3,226

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The allocated funds for the actions/services for this goal were used to support students, parents/guardians, and teachers. The unused funds budgeted in goal 3 intended for teacher supplemental resources and career technical education pathway equipment came from books and supplies and capital outlay; due to the pandemic, services such as teachers purchasing materials and equipment supporting our career technical education pathways contributing to unused funds. Goal 3 had a balance of \$1,033,767.95 at the close of the fiscal year. There was \$1,028,274 set aside for Career Technical Education needs for the 2020-21 school year, with the remainder placed in the District's general fund balance due to the pandemic and economic uncertainty.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The career technical education (CTE) program in the District has shown to be successful. In the area of CTE completers for the academic year 2019/2020, there were 35.4% completers, which is an increase of 8.8% from last school year. There were also increases in the District subgroups, Latino CTE completers - 36.8%, an increase of 10.1%, English Learners - 20.8%, an increase of 3.3%, homeless CTE completers - 35.8%, an increase of 13.6%, and socioeconomically disadvantage CTE completers - 36.8%, an increase of 9.1%. The areas of growth for CTE completers are foster youth which has had no completers in two years and students with disabilities, which had two student completers for 2019/2020 and one student completer for 2018/2019.

The student success has come from teacher support with program growth. More of the CTE pathway programs are engaging in the certificate completion process. Teachers are collaborating on the engagement of their curriculum that is industry-relevant. The District will be opening its new CTE center that will expand the number of pathway programs to include the interest of student subgroups to improve on the number of CTE completers.

The challenges for students to complete their CTE pathway are varied. Sometimes for foster youth students who start a CTE pathway, move for different reasons and the pathway they started may not be available at their new site. Students with disabilities have been in a pathway, but do not complete when they graduate. For the District to improve on CTE completers more focused approach on student progress is needed.



## Goal 4

4. Strengthen district wide support systems, processes and practices that support student learning.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 3: Parental Involvement (Engagement)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Percent of pupils who pass AP exam (3+)</p> <p><b>19-20</b> The District will increase AP Scores of 3+ by 3%</p> <p><b>Baseline</b> The 2016-2017 district AP Scores 3+ is 39%.</p>	<p>74.6% of pupils passed the AP test with a 3 or higher.</p>
<p><b>Metric/Indicator</b> A-G Completion</p> <p><b>19-20</b> Increase A/G Readiness by 5%</p> <p><b>Baseline</b> The 2016-2017-district A-G Completion rate is 20.5%.</p>	<p>38% of students were prepared on the CCI for the 2019-2020 school year.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>4.1 The District will continue to support counseling services (Districtwide 23 FTE: 7987/23 &lt;350) and fund evening work for counselors to work with parents. The District will also support adding 3 Psychologist (Districtwide 3 FTE). Professional development will be supported for counselors and psychologists.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$2,082,833</p> <p>2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$1,000</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$698,729</p> <p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$150,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$2,085,518</p> <p>2000-2999: Classified Personnel Salaries LCFF/Supp-Conc 93.12</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc 705,190</p> <p>4000-4999: Books And Supplies LCFF/Supp-Conc \$1,644</p> <p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$70,878</p>
<p>4.2 The district will continue to support and budget at the comprehensive sites to accommodate incoming feeder AVID students. (4 FTE at RHS and SMHS with 6 FTE at PVHS), \$30,000 per site for college visits, tutors and supplies, AVID Weekly, Math and English Path training (Instructional strategies CCSS), Summer Institute, AVID Membership).</p>	<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$613,657</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$185,413</p> <p>4000-4999: Books And Supplies LCFF/Supp-Conc \$60,000</p> <p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$197,344</p>	<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$559,520</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$175,951</p> <p>4000-4999: Books And Supplies LCFF/Supp-Conc \$18,835</p> <p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$156,257</p>
<p>4.3 Sustain program at sites (2 FTE per comprehensive site for 9th &amp; 10th grade Self-Contained Opportunity Programs). Students are provided services to complete credits toward graduation. Students are provided with intensive support in the areas of English and math. Students will be provided field trips to promote success in school and team building.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$481,049</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$160,400</p>	<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$445,600</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$157,619</p> <p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$1,904</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>4.4 The District will continue to support crisis group services to focus on drug and alcohol issues. (2 FTE existing plus 2 additional FTE ; Net result - 1 per site) Crisis Intervention Consultants provide consultation services to students, parents, staff and others including crisis, violence, sexual harassment, substance abuse and other prevention and intervention programs; promote sobriety and provide drug-free activities; make presentations to classrooms and provide various in-services related to assigned areas.</p>	<p>2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$192,749</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$72,009</p>	<p>2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$193,055</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$72,454</p>
<p>4.5 The District will continue to support extracurricular support designed to lessen the dependence of programs on gate receipts and fundraising and increase student activity participation. Athletic Directors at each site will manage their budget in the various areas: certificated salaries, classified salaries, materials and supplies (uniforms, sport equipment, office equipment and transportation), travel and conference, tournament fees, training room supplies, CIF playoff expenses, CIF dues, league dues, Officials and athletic awards and dinners.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$14,500</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$2,795</p> <p>4000-4999: Books And Supplies LCFF/Supp-Conc \$395,239</p> <p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$496,401</p> <p>6000-6999: Capital Outlay LCFF/Supp-Conc \$34,998</p>	<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$12,628</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$1,934</p> <p>4000-4999: Books And Supplies LCFF/Supp-Conc \$356,867</p> <p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$454,372</p> <p>6000-6999: Capital Outlay LCFF/Supp-Conc \$60,633</p>
<p>4.6 The District will provide funding for Fine Arts Programs to assist all schools with travel and entry cost to competitions, tournaments and other school events. Funding will also include the purchase and maintenance of equipment.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$400</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$78</p> <p>4000-4999: Books And Supplies LCFF/Supp-Conc \$28,566</p> <p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$131,434</p>	<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$264</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$6</p> <p>4000-4999: Books And Supplies LCFF/Supp-Conc \$104,997</p> <p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$39,336</p>
<p>4.7 The District will provide software and training to assist in progress monitoring of students and appropriate placement for English and math. Software will assist school sites with the placement of students in math</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$132,798</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$132,798</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
and English while also progress monitor students who are at risk academically.		
4.8 The District will provide a College and Career Readiness Platform Software for uses by all stakeholders. A Parent Portal will allow the parent to view the information the student has stored in his or her plan, learn more about the careers and schools that the student is interested in, and communicate with the student’s counselor. Students will be able to participate in field trips towards post-secondary education and career exploration trips. Information from the job interest tool will help sites to arrange speakers and field trips that are of current interest to students. The District will coordinate a University trip for all 9th grade students.	1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$2,900 3000-3999: Employee Benefits LCFF/Supp-Conc \$559 5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$95,698	1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$5,004 2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$1,397 3000-3999: Employee Benefits LCFF/Supp-Conc \$1,016 4000-4999: Books And Supplies LCFF/Supp-Conc \$8,933 5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$75,549
4.9 The District will fund a partnership with UCSB Outreach Consultants to provide Intensive EAOP Cohort Services and School-wide College Preparation Resources throughout the entire year, including the summer. Integrated Into Whole School Councils, Counseling Department, Back-to-School Nights, Open House School & District-Wide Services, WASC Accreditation, Administration Relations, and Special Projects. Extensive Collaboration w/Regional Colleges & Universities and other Pre-College Programs & Events, Enhances & Supplements School Site Efforts. On-going School-wide Access to Students, Teachers, Academic Departments, Parents, and School Site Resources. Work Annually with Feeder Middle Schools to foster college awareness.	5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$255,000	5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$240,833
4.10 The District will provide a computer-based and teacher-led instruction with collaborative learning to provide struggling readers and writers the skills they need for college and career readiness. The program will inform teachers and administrators through progress reporting on a student, classroom, and school level and it will automatically populates student performance data. The program will provide teachers with tools for planning and classroom management, along with other resources for implementation and helps teachers target	4000-4999: Books And Supplies LCFF/Supp-Conc \$10,000	1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$66 3000-3999: Employee Benefits LCFF/Supp-Conc \$12 4000-4999: Books And Supplies LCFF/Supp-Conc \$2,909

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
instruction to meet the needs of every student. The program will be used at Pioneer Valley High School, Ernest Righetti High School and Delta Continuation High School as an intervention course.		5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$6,189
4.11 The District will provide an intervention program that uses technology to provide individualized scaffold silent reading practice for students with reading levels at grade 3 and higher. The program will aim to develop and improve students' silent reading fluency, comprehension, and vocabulary. The intervention includes differentiated reading activities, computer-based reading assessments, tools to monitor student progress, ongoing implementation support, and supplemental offline activities. The program will be used as an intervention at all sites in the district.	4000-4999: Books And Supplies LCFF/Supp-Conc \$66,000	4000-4999: Books And Supplies LCFF/Supp-Conc \$66,000
4.12 The District will provide funding to the California School Age Families Education (Cal-SAFE) Program. Cal-Safe is designed to increase the availability of support services necessary for enrolled expectant or parenting students to improve academic achievement and parenting skills from the point of entry to graduation. Cal-Safe will also provide a quality child care and development program the children of our students.	7000-7439: Other Outgo LCFF/Supp-Conc \$0	Not Applicable
4.13 The District will provide a Software Program that eliminates the time-consuming process of verifying student authorship by presenting easy-to-use reports that show how much of a document is original, cited from other sources, or unoriginal. An online grading features provides instructors with a simple way to leave great feedback in less time. Through PeerMark students can evaluate each other's work (anonymously or not) and learn from their classmates. Instructors and students have the ability to access this program on any device (computer, tablet or phone). The District will also provide a Software Program that is a formative writing tool to help engage students in the writing process, support instruction in the classroom and improve learning outcomes.	5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$90,000	5000-5999: Services And Other Operating Expenditures LCFF \$88,800
4.14 The District will provide funding to support an increase in Student Activities. To accomplish this, the district will provide trainings, cultural awareness/proficiency, transportation, motivational speakers, equipment/maintenance, incentives and Link Crew.	1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$1,500	1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$3,389

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$500 3000-3999: Employee Benefits LCFF/Supp-Conc \$437 4000-4999: Books And Supplies LCFF/Supp-Conc \$50,000 5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$50,000	2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$766 3000-3999: Employee Benefits LCFF/Supp-Conc \$702 4000-4999: Books And Supplies LCFF/Supp-Conc \$42,415 5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$42,464
4.15 The District will fund a Purchasing Technician who will be available to support staff members in the processing of Local Control Accountability Plan items (example processing purchase orders, ordering supplies, paying vendors, etc....).	2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$32,889 3000-3999: Employee Benefits LCFF/Supp-Conc \$9,704	2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$30,073 3000-3999: Employee Benefits LCFF/Supp-Conc \$8,688

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The allocated funds for the actions/services for this goal were used to support students, parents/guardians, and teachers. The unused funds budgeted in goal 4 intended for teacher supplemental resources, professional development, college/career field trips, and student travel for students to participate in District programs came from certificated salaries, books, and services operating expenditures. Due to the pandemic, services such as teacher professional development, teacher services outside of the contracted day, purchasing materials, field trips, and student travel contributing to unused funds. Goal 4 balance of \$364,557.68 was placed in the District's general fund balance due to the pandemic and economic uncertainty.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The services of goal four have shown to be successful. The percentage of students prepare for the college career indicator for the academic year 2019/2020 was 38% (735), an increase of 6.3%. The proficiency rate overall for Smarter Balance Assessment Consortium (SBAC) increased by 65 students at a rate of 51.2%, socioeconomically disadvantage had an increase of 52 students (49%), while foster youth had one student meet proficiency out of 20 graduating foster youth students. Students taking college credit courses had a decrease in the percentage (19.7% ( 2019)to 17.7%(2020)), but there were ten more students than the prior year, English learners had an increase of 11.4% (4) to 14.6% (7), foster youth and students with disabilities had no students meet the

college course credit. Students earning a score of 3 or higher on an advance placement exam decreased in percentages for all students (20.5%), socioeconomically disadvantage (19.9%), students with disabilities and foster youth who had not students, and homeless (14.8%) had a decrease, while English learners (22.9%) had a slight increase. The overall number of students completing A-G college requirements was 559, an increase of 104 students from the 2018/2019 academic school year, while English learners, socioeconomically disadvantage, foster youth, students with disabilities, and homeless students all had slight increases.

The contributions of the actions/services for goal four had some great accomplishments for students. In February of 2020 students throughout the District participated in a visual performing arts production of the Westside Story, the district had its greatest number of students complete financial aid applications, and students who participate in reading intervention improved their reading levels as much as three grades. SAT scores that met or exceeded the benchmark for English Language Arts is 65.6% and math 50.6%.

## Goal 5

5. Expand the ways in which technology may be used to support student engagement and learning, while improving the efficiency of district operations.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 2: State Standards (Conditions of Learning)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Students Use of Tablets</p> <p><b>19-20</b> The district would like to increase % of tablet usage by 5%.</p> <p><b>Baseline</b> Currently the district has 68% of students using tablets.</p>	<p>Students use of tablets for the 2020 School year was close to 100%.</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>5.1 The District will no longer be using a Third party vendor to repair tablets.</p>		
<p>5.2 The District will provide on-going training through Microsoft and additional providers in the use of tablets that enhances learning for both students and staff. The District will provide funding for a LCAP Specialist to help support district software programs and LCAP Actions/Services.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$14,500</p>	<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$22,132</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$20,233 3000-3999: Employee Benefits LCFF/Supp-Conc \$10,906 5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$49,985	2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$21,180 3000-3999: Employee Benefits LCFF/Supp-Conc \$12,111 4000-4999: Books And Supplies LCFF/Supp-Conc \$1,816 5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$58,314
5.3 The District will create site-level TOSA's to provide direct support for teachers in the use of tablets and new instructional technologies. The instructional Technology TOSA is responsible for working directly with site instructional staff. She/he will be required to plan, communicate and implement staff trainings centered on assisting teachers in the use of instructional technology to enhance classroom instruction by maximizing the effective use of instructional software applications, Tablets, and other applicable technological equipment.	1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$291,244 3000-3999: Employee Benefits LCFF/Supp-Conc \$106,068	1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$328,081 3000-3999: Employee Benefits LCFF/Supp-Conc \$120,439 4000-4999: Books And Supplies LCFF/Supp-Conc \$130
5.4 The District will provide One to One devices and cases for incoming 9th graders, new students, new staff and staff replacement devices. Student will be able to access intervention software, college and career readiness software, assist with academic presentations and support student learning.	4000-4999: Books And Supplies LCFF/Supp-Conc \$1,225,000	4000-4999: Books And Supplies LCFF/Supp-Conc \$1,298,055 5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$17,500
5.5 The district will continue to provide funding for a District Computer Technician who will repair tablets at the District office and return to sites. This service will allow students to get fixed tablets back sooner.	2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$51,545 3000-3999: Employee Benefits LCFF/Supp-Conc \$20,963	2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$53,509 3000-3999: Employee Benefits LCFF/Supp-Conc \$21,420
5.6 The District will select a learning management system for all teachers and students to use. A Learning management system (LMS) is a software application for the administration, documentation, tracking, reporting and delivery of educational courses or training programs.	4000-4999: Books And Supplies LCFF/Supp-Conc \$78,000	4000-4999: Books And Supplies LCFF/Supp-Conc \$64,000

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The allocated funds for the actions/services for this goal were used to support students, parents/guardians, and teachers.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal five and the actions/services played a critical role for the academic school year 2019/2020. The year started off with its success providing teachers with a variety of educational software. The support for providing professional development and learning technology allowed teachers to implement them with students. Professional development, to name a few, were Desmos, Gizmos, Turnitin feedback studio, Revision assistant, Newsela, Office 365, Canvas, Edmentum, and others.

When the pandemic struck and the District went to distance learning, was a challenge. The District went into full implementation of its learning management system, Canvas. All teachers were supported in implementing Canvas for distance learning as well as student use. This meant that all students in the District were to use their laptops for instruction with the challenges of providing access to the internet for students. The District met its challenges with successful outcomes on equipping students with technology and access to provide learning. Technology Teachers on Special Assignment (Tech TOSA) are to be commended for their support and innovation. Tech TOSAs providing staff support through office hours on a daily basis. Support for teachers to learn strategic techniques with Canvas on student assignments, organization, and structure. The District implemented the use of video conferencing using ZOOM. ZOOM was a learning tool for all stakeholders as teachers and students learned to converse and continue the educational process, parents/guardians also took on the new learning.

In order to stay connected to the needs of staff and students, weekly surveys were conducted with teachers. Teachers provided data on student communication, student assignments, technical assistance, resources, and social-emotional check-ins with students. The data was then shared with the administration and leaders to support the needs of teachers and students. The data became essential to adapt to distance learning and providing best practices.

## Goal 6

6. Maintain a safe, secure and healthy environment for all students and staff.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Facilities are maintained</p> <p><b>19-20</b> Continue to have sites in “Good Standing”</p> <p><b>Baseline</b> All sites are in “Good Standing”</p>	<p>All sites are in “Good Standing”</p>
<p><b>Metric/Indicator</b> Pupil Suspension Rate</p> <p><b>19-20</b> Decrease Suspension rate to 2%.</p> <p><b>Baseline</b> Currently for 16/17 the district has a 7% suspension rate</p>	<p>The suspension rate for the 2020 school year was 1.8%.</p>
<p><b>Metric/Indicator</b> Chronic Absenteeism</p> <p><b>19-20</b> The district would like to decrease Absenteeism rate by 2%.</p> <p><b>Baseline</b> District’s 16/17 current absenteeism rate is 8.9%</p>	<p>There was not a Chronic Absenteeism rate for the 2019-2020 school year due to the pandemic.</p>

Expected	Actual
<p><b>Metric/Indicator</b> District Attendance Rate</p> <p><b>19-20</b> The district would like to decrease Absenteeism rate by 2%.</p> <p><b>Baseline</b> District's 16/17 current attendance Rate is 93.2%.</p>	

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>6.1 The District will be implementing a Restorative Approaches through conferences or trainings provided by other institution. Restorative Approaches (RA) is a philosophical approach, and can be implemented when dealing with a wide range of conflicts, from classroom disruption, to teacher/student conflict and student/student conflict. RA is supplementing traditional discipline structures and practices such as suspension, expulsion, and referral to law enforcement.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$6,000</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$1,157</p> <p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$20,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$2,838</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$405</p> <p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$23,261</p>
<p>6.2 The District will fund "sub coverage" for targeted classified positions. The Classified Substitute Pool Program will target positions that are directly related to student safety, environment and learning. The targeted positions that will participate in the program are Instructional Aides, Campus Security and Custodians. Supported staff will be added for recruitment process. Extra hours will be available for truancy phone calls and home visits.</p>	<p>2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$76,831</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$24,080</p>	<p>2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$180,995</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$29,861</p>
<p>6.3 The District will continue to provide funding for 4 additional security to provide supervision during the school day for a safer student environment. These additional positions will be assigned to a comprehensive site, but may assist other school sites do to the need of safety. Additional funding will provide security support for extracurricular activities beyond the school day that may include off campus events that students may need to be accompanied.</p>	<p>2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$116,208</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$33,649</p>	<p>2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$108,911</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$30,429</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>6.4 Safety training support for administrators, security and plant managers. School safety training will continue to be supported through conferences and School Resource Officer trainings and presentations to staff members.</p>	<p>2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$7,000</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$2,066</p> <p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$30,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$22</p> <p>2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$0</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$4</p> <p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$10,421</p>
<p>6.5 Funding to secure School Resource Officers/Deputy services from law enforcement agencies. The District will be contracting with the City of Santa Maria Police Department for two School Resource Officers serving Santa Maria High School and Pioneer Valley High School. The District will also be contracted with Santa Barbara County Sheriff's Department for one School Resource Officer to serve Ernest Righetti High School and Delta Continuation High School. All three School Resource Officers will provide support in developing the District's School Safety Plan. School Resource Officers play a vital role in each of the school sites providing a safe school environment.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$400,000</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$273,658</p>
<p>6.6 Services for expelled students contracted through SBCEO. Services to students will include group counseling, academic support with an instructional aide, opportunity to make up missed credits and a transitional plan and conditions to return to the District.</p>	<p>7000-7439: Other Outgo LCFF/Supp-Conc \$250,000</p>	<p>7000-7439: Other Outgo LCFF/Supp-Conc \$268,365</p>
<p>6.7 The District will provide software and training designed to monitor, analyze and facilitate parent communication related to school attendance. A2A will assist school sites with parent notification of attendance and the prevention of students who may be at-risk of chronic absenteeism. The A2A system will assist and be implemented as an intervention in reducing the District's chronic absenteeism and support our Student Attendance Review Board (SARB).</p>	<p>4000-4999: Books And Supplies LCFF/Supp-Conc \$300</p> <p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$82,300</p>	<p>4000-4999: Books And Supplies LCFF/Supp-Conc \$0</p> <p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$82,300</p>
<p>6.8 The District will fund security cameras, other safety equipment, material and supplies as deemed necessary at all sites.</p>	<p>4000-4999: Books And Supplies LCFF/Supp-Conc \$100,000</p>	<p>4000-4999: Books And Supplies LCFF/Supp-Conc \$79,967</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		6000-6999: Capital Outlay LCFF/Supp-Conc \$33,643
6.9 Provide three additional custodians during the school day at each comprehensive school sites. The additional adult presence on campus during the day will increase the students' sense of safety and well-being.	2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$311,923 3000-3999: Employee Benefits LCFF/Supp-Conc \$135,381	2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$310,422 3000-3999: Employee Benefits LCFF/Supp-Conc \$124,612
6.10 Uniforms will be provided for maintenance/operation, warehouse, bus drivers, campus security and information technology. Employee uniforms will provide high visibility of staff on campus to promote safety and a secure environment.	4000-4999: Books And Supplies LCFF/Supp-Conc \$13,000 5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$62,000	4000-4999: Books And Supplies LCFF/Supp-Conc \$5,253 5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$0

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The allocated funds for the actions/services for this goal were used to support students, parents/guardians, and teachers. The unused funds budgeted in goal 6 intended for the safety of schools such as School Resource Officers, Campus security, County services for expelled students, and classified uniforms came from classified salaries and services operating expenditures. Due to the pandemic, services such as teacher professional development, teacher services outside of the contracted day, purchasing materials, field trips, and student travel contributing to unused funds. Goal 6 balance of \$327,249.79 was placed in the District's general fund balance due to the pandemic and economic uncertainty.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The success of Goal 6 is supported by its actions/services. The suspension rate for the academic school year 2019/2020 was 1.8% and has been less than two percent for the last two years. The average daily attendance for the academic year 2019/2020 was 95.6%, and the data shows that when intervention is implemented with parents, student attendance improves. The challenge with improving attendance is with the scheduling of parent meetings to address the concern for student absenteeism.

The actions/services in goal 6 continue to provided student support and staff the educational practices that contribute to student relations and student safety. The District restorative practice continues to be implemented with consistent in-class healing circles, builds community, allows the healing circle process to become a school norm, and aids the teacher in identifying students' needs.

Restorative mediations have been conducted between students, students, and teachers, facilitated by the restorative practitioner. Campus safety is a priority for all school sites in preventing safe and orderly conduct, with minimal damage to school property/vandalism or other serious safety and security. SROs continue to provide a presence on our campuses and building a rapport with our students and families. Relationships play a critical role with students, especially students who are reintegrated from out of District educational services, and providing the support to continue with the successful academic engagement.

## Goal 7

7. Strengthen programs and services to support English Language Learners becoming proficient in academic areas.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 2: State Standards (Conditions of Learning)  
                           Priority 3: Parental Involvement (Engagement)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            English Learner Progress Indicator – California School Dashboard</p> <p><b>19-20</b>            SMJUHSD English learner progress will be a status year.</p> <p><b>Baseline</b>            The State English Learner Progress Indicator results show the district level increased by 4.6% to a level of Orange (low)</p>	<p>The English Learner Progress Indicator, indicates 31.6% made progress towards language proficiency.</p>
<p><b>Metric/Indicator</b>            Reclassification Rate (Reclassification Rates are reported to CDE in subsequent school year.)</p> <p><b>19-20</b>            The ELPAC will be used as the #1 Criteria for Reclassification. Rates will change due to the new reclassification criteria determined by the State as of Jan. 2019. The District’s goal is to increase the EL reclassification rate will improve.</p> <p><b>Baseline</b></p>	<p>The reclassification rate for the Spring of 2020 was 13.2% for the 2019-2020 academic school year.</p>



Expected	Actual
2016-2017=17.6% 2017-2018=15.8% 2018-2019=7.8%	
<p><b>Metric/Indicator</b> Annual Progress Learning English</p> <p><b>19-20</b> Annual progress of learning English will improve.</p> <p><b>Baseline</b> ELPAC Proficiency Rates 2017-2018= 13.32% 2018-2019=6.21%</p>	<p>The English Language Proficiency Rate for the English Language Proficiency Assessment for California (ELPAC) in '20 indicates that 24% of English learners increased their performance by at least one level with 51% of English Learners maintained their performance level.</p>
<p><b>Metric/Indicator</b> English Learner Graduation Rate</p> <p><b>19-20</b> Rate will increase by 2% from previous year.</p> <p><b>Baseline</b> 2013-2014= 67.6% 2014-2015 =79.9% 2015-2016 =81.2% 2016-2017 =82% 2017-2018 =83.3%</p>	<p>For the 2019-2020 school year the graduation rate was 78.2%.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>7.1 The District will provide resources for staffing, training, and materials to continue to support ongoing cost of licensing and consumable instructional materials associated with the ELA/ELD Pathway Curriculum.</p> <p>Professional learning and coaching will continue for new and current ELA/ELD Pathway teachers and administrators. The Districts will continue to support the ongoing cost of program implementation to include additional FTEs, 1 English Learner Coordinator, 1 EL Academic Specialist, a Data Specialist, program placement meetings, Newcomer Cohorts at each comprehensive school site, primary language assessment system, reclassification monitoring tool and extracurricular enrichment supports.</p> <p>The District will continue the use and implementation of Scholastic's Read 180 and System 44 research based curriculum for its ELA/ELD Pathway with English learner students. Additionally, the district will continue its support of the Student Academic Achievement Seminar (SAAS) targeting 11-12th which is designed as a academic support system for Long Term English Learners (LTELs).</p> <p>The sites will also conduct EL pilot programs to address the specific learning gaps of LTEL students with the goal of increasing passing rates in core English, increasing lexile scores, and preparing students for the ELPAC exam/and or CAASPP. Students in the pilots were assigned an English core while receiving an additional period of designated EL support or skills class. Support/skills classes were staffed at 25:1. Progress monitoring data and metrics were kept and reviewed.</p> <p>Efforts to support biliteracy in a student's primary language will increase. The district will provide support for ongoing costs for the program. Program costs include - Avant testing, recognition honor cords for students, and headsets which are needed to take the exam. Release time will be provided for IL Pathway teachers to monitor and review assessment data required to meet the State Seal of Biliteracy requirements.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$2,271,381</p> <p>2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$52,938</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$754,717</p> <p>4000-4999: Books And Supplies LCFF/Supp-Conc \$508,013</p> <p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$60,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$1,892,114</p> <p>2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$1,316</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$618,179</p> <p>4000-4999: Books And Supplies LCFF/Supp-Conc \$171,195</p> <p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$18,177</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>7.2 Site Newcomer Cohorts classes will be established and supported by additional FTEs and class size capped at 24 students.</p> <p>Continuing professional learning days offered to teachers of newcomer students and bilingual instructional assistants professional learning using culturally responsive pedagogy, curriculum, assessment, and socio-emotional supports. Additional professional conference opportunities for teachers and TOSAs when the conference applies to the education of recent immigrant students.</p> <p>Teachers will receive supplemental materials that support access to content instruction, as well as additional curriculum planning time with compensation.</p> <p>Currently there are 12 Bilingual Instructional Assistants that provide bilingual instructional support for EL Newcomer students. An additional BIA serves as a rover to cover absences. One additional BIA was hired to support the increasing number of Mixteco speaking students. Three additional BIAs will be hired to provide more support in the newcomer core classes. Bilingual instructional assistants will assist a certificated teacher in providing instruction to individual or small groups of limited or non-English speaking students; monitor and report student progress regarding behavior and performance; translate and interpret for students, parents, counselors, teachers and others as assigned. After-school tutoring for newcomer students provided by bilingual instructional assistants, as their schedules allow.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$100</p> <p>2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$435,427</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$134,814</p> <p>4000-4999: Books And Supplies LCFF/Supp-Conc \$51,229</p>	<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$0</p> <p>2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$418,440</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$126,089</p> <p>4000-4999: Books And Supplies LCFF/Supp-Conc \$0</p> <p>5700-5799: Transfers Of Direct Costs LCFF/Supp-Conc \$121</p>
<p>7.3 The District will provide intervention and advancement opportunities for ELD students. This is to include after school tutoring for English Learners who are new comers to the country, classroom setting summer school for English Learners and an opportunity for credit recovery.</p> <p>Efforts to increase A-G readiness has been extending to incoming freshman students. Registration nights are to be scheduled at each site, so that incoming parents and students are provided with information on</p>	<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$81,700</p> <p>2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$12,600</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$19,257</p>	<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$16,077</p> <p>2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$31,372</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$10,790</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
graduation/A-G requirements and career pathways options. Placement testing is conducted on registration nights to ensure accurate placement, as well as one-on-one parent/student meetings with counselors.	4000-4999: Books And Supplies LCFF/Supp-Conc \$46,441 5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$100,000	4000-4999: Books And Supplies LCFF/Supp-Conc \$1,315 5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$35,000
7.4 The District will fund two certificated staff to support counselors, teachers and parents with research-based strategies for supporting English learner students in the classroom and their families.	1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$107,040 3000-3999: Employee Benefits LCFF/Supp-Conc \$26,783	1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$107,040 3000-3999: Employee Benefits LCFF/Supp-Conc \$27,169 4000-4999: Books And Supplies LCFF/Supp-Conc \$42 5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$163

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The District's offering student course, Student Academic Achievement Seminar classes (SAAS) were not fully implemented due to the addition of pilot support and skills courses offered to long-term English Learners at the school sites in the fall of 19'. In its place, the sites offered ELA Support and Skills courses to provide designated ELD support for LTELs in the core.

The District's offering in-person professional development activities planned for spring semester 20' were not fully implemented due to the school closure. Planned professional development and restructuring efforts for the EL Pathway resumed remotely in April - July. The District's ability to release teachers from the classroom for professional development activities did not take place due to the pandemic. Funding was provided for teachers and paraprofessionals who participated in professional development activities that extended beyond regular workday and in the summer to continue working. Consultants continued to work with staff remotely.

All in-person tutoring activities were canceled until bilingual instructional assistants could be trained to hold virtual tutoring sessions in late spring of 19'. All summer school in-person course offerings, university field trips, and enrichment activities were canceled. A limited number of credit recovery opportunities were offered virtually in the summer.

The unused funds budgeted in goal 7 intended for the teacher and classified professional development, extra work hours for curricular needs, and supplemental materials came from certificated and classified salaries, books and supplies, and services operating expenditures. Due to the pandemic, services such as teacher professional development, teacher services outside of the contracted day, purchasing materials, field trips, and student travel contributing to unused funds. Goal 7 balance of \$724,075.28 was placed in the District's general fund balance due to the pandemic and economic uncertainty.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The district completed restructuring efforts on the EL Pathway before the school closure in March. Curriculum maps, course/sequence, syllabi, and course descriptions were developed for all courses aligned to English/English Language Development Standards. EL Pathway teacher committees continued their work through the end of the school year. Additional funding was provided for teachers to continue working during the summer to complete the work and to develop supplemental curricular units further. Supplemental lessons were adapted to the distance learning model and were aligned to task types to better prepare students for the English Language Proficiency Assessments for California (ELPAC) test. A padlet App of teacher resources was created for teachers to share lessons. Due to the school closure, all restructuring committee work was completed through Zoom meetings which presented challenges instead of working in-person. Professional development for newcomer teachers and paraprofessionals was successfully provided virtually. Professional development for newcomer teachers on the foundations of reading and writing for newcomer students successfully continued through virtual zoom sessions. Training to included phonological awareness; phonics/word recognition (relationship between sounds and letters, using parts of the word to identify others - prefix, suffix); vocabulary (tiers I, II, III; vocabulary in listening, speaking, reading, writing); academic vocabulary; comprehension (purpose, structure, summary, prior knowledge); and fluency (reading with prosody, goal setting, understanding sources); and strategies to best teach these skills using through distance learning.

Successful efforts were made to provide the district's Bilingual Instructional Assistants with professional development with ELD Standards, formative assessment, aligning appropriate teaching strategies to content objectives to support students' mastery of English language within the required curriculum. BIAs was provided with training on EL strategies to serve students better using distance learning, as well as training on the use of Zoom and Canvas. BIAs was provided with access to courses in Canvas so that they can familiarize themselves with the course content and teacher expectations to best support students through distance learning.

Curriculum maps, scope, and sequence for all EL courses were revamped for a distance learning environment. Lessons and units were modified with a focus on providing students with instructional support on the four ELPAC task types. Lessons were modified to include activities with an emphasis on reading and writing that could be completed in a distance learning environment. The use of curriculum programs such as System 44 /Read180 was difficult for students to use virtual and was not fully implemented. Platform and connectivity issues posed challenges for many students. Online reading programs, e-books, and other virtual resources were purchased to supplement and provide additional practice for students. A padlet App of teacher resources and scaffolding strategies was created to support teachers in distance learning.

Tutoring provided by paraprofessionals for EL/newcomer students was successfully moved to a virtual format. Both small group and one-on-one sessions were provided. Challenges included a lack of connectivity for some students, as well as a need for in-person assistance on how to use the technology. In-person assistance was provided at each school site as needs were identified. Hot spots were provided for students who had connectivity issues. Small cohorts of newcomers and EL students with immediate language needs were identified and were provided with in-person tutoring/assistance at each school site by paraprofessionals following all safety protocols.

Migrant/EL Math & ELA Academies were suspended on March 19' due to the school closure. Both Academies successfully resumed providing services during the summer. Both summer academies provided 30 hours of virtual supplemental instruction for a targeted group of 9th & 10th-grade students who scored below standard or near standard on their last CAASSP English Language Arts/Mathematics test. Instruction was aligned to CCSS ELA/Math and ELD standards. Students who were not making adequate annual progress towards language proficiency on their last ELPAC test were identified and provided with supplemental reading and writing instruction. Supplemental math instruction focused on teaching concepts and procedures, as well as modeling data for students. The academies met twice a week for two hours. Paraprofessionals & mini-corp tutors provided additional classroom support and tutoring. Two certificated teachers were hired to provide this service in the summer that was paid for using Migrant funds. Pre & post-assessment metrics were used to measure student progress. The greatest challenges were keeping students engaged and sustaining enrollment throughout the summer program.

## Goal 8

8. Develop support systems for Foster Youth to improve academic achievement.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> A-G Completion Foster Youth</p> <p><b>19-20</b> The District's Foster Youth A-G rate will improve from 18% to 20%.</p> <p><b>Baseline</b> The Districts Foster Youth A-G rate is 11.1%</p>	<p>The district's A-G rate dropped to 10% for the 2019-2020 school year.</p>
<p><b>Metric/Indicator</b> % of pupils college ready EAP Foster Youth</p> <p><b>19-20</b> The District will improve College Readiness for Math and ELA by 5%</p> <p><b>Baseline</b> The Districts % of Foster College Ready for Math is 25% and 50% for ELA</p>	<p>There were no EAP scores for the 2019-2020 school year.</p>
<p><b>Metric/Indicator</b></p>	<p>The District's Foster Youth Graduation rate decreased to 70%.</p>

Expected	Actual
<p>Foster Youth Graduation Rate</p> <p><b>19-20</b> The District's Foster Youth Graduation rate will improve from 85% to 90%.</p> <p><b>Baseline</b> The Districts Foster Youth Graduation rate is 75%</p>	

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>8.1 Foster Youth Liaison Services</p> <p>A Program Specialist at all 4 sites will be contracted through Fighting Back Santa Maria Valley (FBSMV) to provide liaison services for Foster Youth students. FBSMV will design and implement the Foundations for Success program to improve educational outcomes for foster students. FBSMV will coordinate with CWS to quickly identify all students in the Foundations For Success service area. The Program Specialist will monitor progress and make adjustments to the Academic Service Plan as needed. The district will use the software program Foster Focus provided by the County to track Foster youth students.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$330,000</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$329,999</p>
<p>8.2 The District will provide Foster Youth training and support programs for staff. Counselors and support staff will work with Fighting Back Santa Maria Valley, Allan Hancock College and the Santa Barbara County Education Office to collaborate services and attend trainings to better serve our Foster Youth students. Resources identified to facilitate involvement in the Foster Youth Summit and California Youth Connection. Administrators, counselors, teachers, and support staff may attend the California State Foster Youth Summit.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$800</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$155</p> <p>4000-4999: Books And Supplies LCFF/Supp-Conc \$4,955</p> <p>5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$15,045</p>	<p>1000-1999: Certificated Personnel Salaries LCFF/Supp-Conc \$110</p> <p>2000-2999: Classified Personnel Salaries LCFF/Supp-Conc \$857</p> <p>3000-3999: Employee Benefits LCFF/Supp-Conc \$96</p> <p>4000-4999: Books And Supplies LCFF/Supp-Conc \$3,533</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		5000-5999: Services And Other Operating Expenditures LCFF/Supp-Conc \$3,220
8.3 After school tutoring provided by Santa Barbara County Office of Education is provided at each site. Tutoring services are for Academics and Social and Emotional needs.	N/C	

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The allocated funds for the actions/services for this goal were used to support students, parents/guardians, and teachers.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The District foster youth program provides the support and services for students to stay engaged. The challenge with foster youth students is the enrollment transient rate. The District's overall graduation rate for the academic year 2019/2020 was 91.2% compared to the foster youth graduation rate of 70%. There was a growth of 3.3% for the foster youth graduation rate for 2019/2020. The graduating cohort for the academic year 2019/2020 had twenty students, of which fourteen graduated. Of the fourteen students who graduated, two students met the college/career readiness indicator. These two students who met the college/career readiness indicator were Smarter Balance Assessment Consortium, State Seal of Biliteracy, and A-G completion. Two other foster youth students met approaching prepared for the college/career readiness indicator in the career technical education pathway and Smarter Balance Assessment Consortium.

The actions/services for goal 8 provide support to foster youth students to support their needs. Foster youth students are provided support and guidance from program specialists, who monitor student attendance, grades, communication, and services. The District supports two annual foster youth summits, but the last did not take place due to the pandemic. Foster youth students are taken on educational field trips and State conferences to build leadership skills and advocacy for other foster youth students.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment: Face coverings (masks, face shields) to ensure that students, staff, and the public entering the school sites are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	\$7,961	\$1,306,233	No
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet in all areas of District, school administration offices, and classrooms	\$ 17,548	\$45,617	No
HVAC filters: Sites will replace HVAC filters 2-3 times per year as recommended rather than once a year as this has been past practice.	\$3,000	1\$1,636	No
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between individuals, and identify specific entry/exit points. Visuals will also reinforce face covering and hand washing protocols.	\$3,992	\$48,874	No
Individual Supplies: Additional supplies to limit the number of individuals using shared objects.	\$50,000	\$198,065	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	\$51,429	\$208,975	No
Health Materials: Additional thermometers to screen student and staff temperature along with additional supplies to respond to students who display any signs of illness	\$2718	\$39,008	No
Custodians/Plant Managers: Maintain proper staffing at sites so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas.	\$466,960	\$470,000	No
Additional funding for English, math, and special education to either co-teach or teach a support intervention class in core content courses.	\$2,000,000	\$4,609,619	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The District's in-person instructional offering intent at the time of planning was well within serving the needs of our students and staff. As the 2020-21 school year progressed, the plan evolved to meet the need. The District expanded its allocations for in-person instructional offerings to successfully implement in-person instruction and addressing the demands of the COVID-19 pandemic context. There was a substantive difference for personal protective equipment, projected at \$7,961.26 with an estimated actual of \$1,306,233.00. The scope of the expenditure was underestimated in providing the entire District with the actual needs. Plexiglass barriers were projected at \$17,548.00 with an estimated actual of \$45,617.00. This was due to expanding plexiglass to unforeseen areas throughout the District. Signage, posters, and floor decals were projected at \$3,992.36 with an estimated actual of \$48,874.00. The substantive difference was in part for the increase in the quantity needed for each school site to have the visual cues present for student and staff awareness. There was a need to protect staff as they continued their job responsibilities and keep a safe environment; the projected cost of \$3,992.36 was insufficient; therefore, an actual estimated cost of 198,065.00 was expended. Disinfecting materials, including hand sanitizer and disinfectant wipes were projected at \$51,429.42 with an estimated \$208,975.00 due to the high demand for the pandemic progress in our community. Health materials were projected at \$2,718.75 with an estimated actual of \$39,008.00 due to the structure and protocols as students returned to campus. Support for intervention was projected at \$2,000,000.00 with an estimated actual of \$4,609,619.00, which caused an increase based on the needs of our students.

## Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The District's In-person offerings were very limited due to the county health department (purple tier) and the high number of active COVID cases in the county. Due to county restrictions and the school closure, most student instructional offerings done by teachers were through distance learning. As pandemic restrictions gradually lessened, limited in-person instruction did take place on school campuses. In collaborations with teachers and peer college tutoring, school site administration provided the support for in-person to take place. The start and middle of the academic year have been a challenge due to the public health guidance on students returning to school. Students who were identified as needing support were informed of services from the school site to receive assistance, which included parent consultation and approval. In some instances, this included small cohorts of students with disabilities, English learners, and students with academic needs. An example of in-person instruction targeted unduplicated students would be English learner students who needed assistance with technology and were scheduled for in-person assistance with a paraprofessional, including the appropriate interpretation to assist with academic needs. The District implementation of in-person instruction shifted as the county moved into safer tiers of public gatherings. April 20, 2021, the District began its hybrid in-person instruction with 12th-grade students. Following this hybrid plan, in-person instruction continued with 9th-grade students on May 11, 2021, and 10th and 11th-grade students on May 18, 2021. During the spring semester, the District did begin the opening of athletic participation beginning in March for some sports and progressed to add others.

Supporting both in-person hybrid instruction and distance learning was a priority to equip teachers with technology to provide learning in both settings. Classrooms were fitted with technology and communication devices to support instruction with interactive screens to keep students in the classroom and distance learning engaged. Classrooms in the District are provided the guided requirements for pupil protective equipment maintaining a safe environment for students, teachers, and staff.

The District is committed to providing quality education to every student while following all safety guidelines from the public health department. As stated in the Learning Continuity and Attendance Plan, in-person instruction guidelines will continue and be modified as the guidance from the public health department requires and follows the District CAL-OSHA COVID-19 Prevention Plan and COVID-19 School Guidance Checklist Plan.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Devices: Additional student tablets for any students who need a working device to access distance learning at home.	\$477,600	\$568,339	Yes
Additional Technology to Support Distance Learning: Wi-Fi hotspots, headsets, and laptops/devices for staff.	\$1,582,218	\$1,888,498	Yes
Professional development will be provided for English/English Development (ELD) teachers/administrators to continue restructuring efforts on all EL Pathway courses. Curriculum maps, course/sequence, syllabi and course descriptions will be developed for all courses and aligned to English/English Language Development Standards. Supplemental lessons and units which may be adapted to the distance learning model will be developed. Lesson aligned to each task type will be developed to better prepare students for the English Language Proficiency Assessments for California (ELPAC) test. Research will also be conducted on effective instructional modules for newcomers.	\$ 26,000	\$27,000	Yes
Professional development summer hours were provided to teachers to participate in EL Pathway restructuring efforts and supplemental curriculum development to adapt instructional units lessons to the distance learning model. Lessons will be aligned to English Language Arts and English Language Development standards.	\$ 21,000 Title III \$ 8,280 LCAP	\$32,000	Yes
Professional Development for general education and special education teachers in the area of	\$71,134	\$100,000	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
collaborative teaching in the in-person and distance learning model will continue, along with other needs that may support student learning.			
Homeless Services: Maintain existing staffing and supports specific to Homeless Youth. Expand efforts to provide access to devices and connectivity, and professional development for staff, particularly during any transitions between living situations	\$60,000	\$60,000	Yes
MMEP Department: Maintain staffing and supports that specifically address English Learner needs, including designated/integrated ELD implementation, newcomer programs, and language immersion programs.	\$156,023	\$172,000	Yes
Foster Youth Services: Maintain existing staffing and supports specific to Foster Youth. Expand efforts to provide access to devices and connectivity, and professional development for staff, particularly during any transitions between living situations. Continue support for the foster Youth Summit (virtual)	\$275,000	\$275,000	Yes
Distance Learning and Credit Recovery: Maintain staffing and supports to provide core and supplemental services to students. Maintain staffing and funds to implement equity-driven staffing processes and course scheduling, provide credit-recovery options throughout the school year at high school sites. Support effective scheduling within distance learning and in the transition to hybrid and full in-person modes, particularly as staff may need to be redeployed to address health concerns, and	\$187,486	\$187,486	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
students may have different proportions of in-person learning.			
Professional development for teachers with support in teaching the foundations of reading and writing for newcomer students and how to address these areas due to learning losses. Training to include: phonological awareness; phonics/word recognition (relationship between sounds and letters, using parts of the word to identify others - prefix, suffix); vocabulary (tiers I, II, III; vocabulary in listening, speaking, reading, writing); academic vocabulary; comprehension (purpose, structure, summary, prior knowledge); and fluency (reading with prosody, goal setting, understanding sources); and strategies to best teach these skills using distance learning.	\$13,600	\$16,000	Yes
The district's Bilingual Instructional Assistants will be provided with professional development with ELD Standards, formative assessment, aligning appropriate teaching strategies to content objectives to support students' mastery of English language within the required curriculum, and how to best support students in a virtual environment using online platforms	\$3,600	\$4,000	Yes
The district will purchase additional supplemental materials e-books, online resources, and site licenses to better support students through distance learning. Online resources include but are not limited to No Red Ink, Quizlet, Scholastic, Typing.com and NewsEla.	\$ 42,167	\$711,795	Yes
Virtual afterschool supplemental instructional intervention program for 9th & 10th grade Migrant students scoring below standard in English Language Arts (ELA) and Mathematics with learning losses. Funds will	\$10,020	\$12,500	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>cover two teachers in the fall for ELA intervention program and two teachers in the spring for math. Teachers will be provided with 70 hours to include 30 hours of direct instruction with additional hours for make-ups, training and curriculum development. Funding may be modified based on student need/enrollment.</p>			

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The distance learning program for the District played a significant role in the delivery of instruction and student engagement. The project total for distance learning was \$2,456,508.00, and the estimated actual is \$4,025,818.00. Several actions in the distance learning portion did not have a significant difference between what was estimated and what was actually spent. They include professional learning for English learner teachers and instructional aides, English learner staffing, newcomer support, migrant supplemental materials and preparation for teachers, homeless liaison services, foster youth services, and a credit recovery program. The substantive difference came from the need to increase technology for staff working from home, including laptops, Wi-Fi connectivity (hotspots), headsets, and other technical needs projected at \$1,582,218.00 with an actual estimate at \$1,888,489.00. There was a need to increase the number of student laptops, online curriculum, take-home lab supplies, district-wide classroom technology, including cameras, projection TV's and iPads; due to the circumstances from students attending school from home, the projected allocation was \$477,600.00, and the actual estimated was \$4,025,818.00. As the District collected feedback from teachers and administrators, the need to increase online educational software for student engagement was evident. The projected allocation was \$42,167.00 with an estimated actual of \$711,795.00.



## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

As stated in the Santa Maria Joint Union High School District Learning Continuity and Attendance Plan, the District remains committed to providing quality instruction to all students no matter the delivery method - in-person, distance learning, or a blended learning environment. The District had adopted a learning management system before the pandemic was well-positioned to transition to various settings that ensured equity and access to high-quality curriculum and instructional practices.

The continuity of learning depended on the structure of the student schedule and the District learning management system, Canvas. At the start of the year, the District's student schedule had students meeting with their teachers twice a week, synchronous and asynchronous. The schedule was modified for daily course students through stakeholder dialogue to have students meet with their teachers synchronously three days a week, with students synchronously attending classes five days a week. The feedback from parents and guardians felt that modifying the schedule increased the learning time and engagement. Canvas provided teachers the ability to provide students the central location for their assignments, resources, and access to educational technology. Teacher instructional strategies delivered through student-issued one-to-one devices assisted in navigating online educational software that engaged students through different learning modalities.

Access to devices and connectivity remains a priority for student learning. One-to-one devices have provided access to all District purchased educational software to assist in student learning. The District has expanded its services at all school sites to assist students with technical problems or assistance. When the student takes their devices for repair, it is usually returned to the student that same day. Access to the internet through the District issued hotspots have provided students with educational resources, such as the 24-hour tutoring service for students, student activities, and extracurricular club participation. There are on occasion that students do not communicate the technology concerns or challenges. Oftentimes these situations are addressed through others who advocate for their needs. These needs are addressed and communicated to all that we must work together to continue student learning progress.

Pupil participation and progress had challenges in addressing student needs. The course schedule for students, as mentioned above, was a challenge; through stakeholder feedback and dialogue, the District administration made changes to the schedule to five-day-a-week synchronous student instruction. Student progress continues to be a concern with students who will need to retake courses. The Board of Education adopted a grade validation policy. Students would be able to validate a year-long course from their fall semester grade with a passing spring semester grade only if the teacher of the course opts in. The summer school will be an option for students to recover credits. The District's reading proficiency rate correlated to the State benchmark shows an overall 31.8% proficiency rate. The District's math proficiency rate correlated to the State benchmark shows an overall 26.6% proficiency rate.

Distance learning professional development for District teachers and staff has been ongoing through the pandemic. District technology support has been exceptional with our team. Educational software professional development has been provided across

the District as well as in small group settings. Professional development also continued for District departments. The District's counseling department continued with their professional development plan addressing social-emotional needs, aligning and implementing national standards, and addressing tier 1 and 2 needs of the MTSS framework. The District's Science department continued its professional development plan to implement and support NGSS Biology of the Living Earth. Science teachers continue their collaboration for the new Chemistry in the Earth System for implementation in 2021. Math teachers professional development plan had two themes. The first professional development theme was for all math teachers to adapt to essential standards to their teaching and learning outcomes due to the pandemic. The second theme of professional development was a selected number of math-teacher to work collaboratively on developing a vision and protocols for the adoption of new math materials for Algebra 1, Geometry, and Algebra 2. Professional development efforts continued throughout distance learning for English learner teachers. Teachers completed additional work to modify English learner Pathway courses for the distance learning model. The greatest challenges were finding time during the school day and beyond to meet with staff for professional development activities.

Staff roles and responsibilities have had an impact on all employees in the District. Roles for employees have changed from minor changes from their daily routines and do something different altogether, adjusting to the need. Starting in the fall in distance learning, most teachers were presenting lessons in a virtual setting. In the spring, teachers began to adjust to hybrid teaching of having students in-person and teaching students virtually. The responsibility of using and wearing personal protective equipment and providing a safe environment has been a priority. Many of our classified employees have learned how to use disinfectant equipment for school sites and buses. Transportation created a policy for the disinfectant of buses before and after students are transported. The roles and responsibilities of employees have changed and challenge all of us due to the pandemic. The District continues to support the changes in providing a safe work environment for all stakeholders and the community.

Support for pupils with unique needs has had its challenges and success. The District transportation department made adjustments on how to transport students safely to and from school. The District transport of students with specialized wheelchair equipment on buses, keeping students socially distant, was done with the student needs and safety in mind. This assured parents and guardians that their student was safe to be transported. The District supported students with disabilities with an in-person or distant learning setting, routinely monitoring their academic progress and social-emotional wellbeing. Teachers' Individual Education Plans for students with disabilities are accommodated to meet their needs while keeping in mind the goals and objectives. Foster youth students were supported through a program specialist that assured students of their continuity of learning. The challenge with foster youth students is the unexpected transient occurrences that our District personnel has been proactive in providing services no matter the situation. Homeless students have been supported with learning devices and connectivity to the internet. During this time of need, homeless students are provided meals from District food services and coordination of food banks. Through the exceptional work of District community liaisons and the District homeless community liaison, homeless students were provided resources for shelter, clothes, health, and academic resources.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Maintain intervention support courses, ELD advance, co-teaching (SPED/GE) in support to academic growth and learning.	\$1,177,616	\$1,525,343.15	Yes
Maintain on track credit recovery and other programs keeping students engaged and on track toward graduation. Priority support for students needing credit recovery include homeless, foster youth, English learners, special education, and low-income students.	\$187,486	\$187,486	Yes
Software data systems: Maintain Renaissance Learning, Edmentum, Panorama Education, and SchoolCity data systems to support implementation of District's assessment system and survey data.	\$418,164	\$419,000	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The Pupil Learning Loss section had three actions. The action that had a substantive difference was the support English language development designated support courses, which was new this academic year, our co-teaching model for general education teachers and special education teacher mainstreaming students with disabilities in sustaining/improving academic growth. The projected allocation was \$1,177,616.00 with an estimated actual of \$1,525,343.15.

## Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The District measurement tool for pupil learning loss was the computer-adaptive assessments through Renaissance Learning. The data from Renaissance learning did reveal some growth for the reading and math assessments. 61.4% of students who took the Spring Renaissance Learning Star Reading assessment have shown growth from the fall of 2020 to the spring of 2021. 23.8% of students (9th,10th,11th grade) scored at or above the minimum District benchmark proficiency level on the Renaissance Learning Star Reading assessment. 29.5% of all 9th, 10th, and 11th-grade students are estimated to score at or above the proficiency benchmark on the Renaissance Learning Star Reading State test. Students who were in grade 11 scored 34.6% on the Reading State test from Renaissance Learning Star Reading compared to the proficiency rate from the 2018/2019 Smarter Balance Assessment Consortium of 49.8%. English learners who were in grade 11 scored 3.9% on the Reading State test from Renaissance Learning Star Reading, foster youth students who were in grade 11 scored 33.3% on the Reading State test from Renaissance Learning Star Reading. Students with disabilities in grade 11 scored 11.8% on the Reading State test from Renaissance Learning Star Reading.

64.3% of students who took the Spring Renaissance Learning Star Math assessment have shown growth from the fall of 2020 to the spring of 2021. 49.1% of students (9th,10th,11th grade) scored at or above the minimum District benchmark proficiency level on the Renaissance Learning Star Math assessment. 28.5% of all 9th, 10th, and 11th-grade students are estimated to score at or above the proficiency benchmark on the Renaissance Learning Star Math State test. Students who were in grade 11 scored 32.2% on the Math State test from Renaissance Learning Star Math compared to the math proficiency rate from the 2018/2019 Smarter Balance Assessment Consortium of 22.4%. English learners who were in grade 11 scored 10.8% on the Math State test from Renaissance Learning Star Math, foster youth students who were in grade 11 scored 0.0% on the Math State test from Renaissance Learning Star Math. Students with disabilities in grade 11 scored 9.1% on the Math State test from Renaissance Learning Star Math.

The District's data on pupil learning loss has provided insight into the continuum of learning for all students. Acknowledging that there was growth in some areas, the need to address the current status for student growth is a priority. Addressing the need for students to recover course credits is part of the District's plan. An intense summer school offering of courses will be available and support/alternatives for the academic year. All 9th, 10th, and 11th grade students will participate in fall 2021 semester assessments to assure proper placement and additional support/intervention courses if needed.

## Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The mental health and social and emotional well-being of our students continue as a priority. The California Healthy Kids Survey (CHKS) data during the academic year 2020/2021 reflects the success and challenges. The CHKS was administered to students, staff, and parents/guardians on various topics; for this area's purpose, the focus will be on mental health and social-emotional. In caring relationships, 54% of 9th-grade students, 54% of 11th-grade students, and 73% of Delta High School students responded favorably. In school connectedness, 48% of 9th-grade students, 50% of 11th-grade students, and 64% of Delta High School students responded favorably. In the area of chronic sad or hopeless feelings in the past 12 months, 39% of 9th-grade students, 48% of 11th-grade students, and 48% of Delta High School students responded "Yes." In the area of seriously considered attempting suicide in the past 12 months, 88% of 9th-grade students, 84% of 11th-grade students, and 85% of Delta High School students responded "No." In the area of social-emotional distress, 27% of 9th-grade students, 32% of 11th-grade students, and 26% of Delta High School students responded on average "true" or "very true." The data above reflects the outcomes from services implemented during the year and existing training that contribute to the responses from students. The data also shows the need to increase services for mental health.

Staff participated in the California Healthy Kids Survey (CHKS). There was 407 staff that participated in the survey. The mental health portion of the survey for "students feeling hopeful about the future" responded with 63% "Agree" and 10% "Strongly Agree." Staff responded to "student depression or other mental health issues are a problem" with 7% "insignificant problem", 26% "mild problem", 46% "moderate problem", and 20% "severe problem."

Parents/guardians participated in the California Healthy Kids Survey (CHKS). There were 575 parents/guardians that participated in the survey. The CHKS parent/guardian survey did not specifically have a mental health section in the survey but included related questions. Parents/guardians responded to "student feeling hopeful about the future" with 23% "Strongly Agree," 49% "Agree," 15% "Disagree," 6% "Strongly Disagree," and 7% "Don't know/NA." Parents/guardians responded to "How concerned are you about your child's mental well-being?" with 28% "not at all concerned," 23% "slightly concerned," 21% "somewhat concerned," 14% "quite concerned," and 14% "extremely concerned."

The above data represents the need to continue District mental health services. The District provided school-based mental health services for all four schools with a licensed marriage and family therapist or a licensed clinical social worker. There were five therapists, with one therapist at each of the sites, with one providing services to all schools. Between the five therapists, there were over 180 referrals and close to 100 students served. These services will continue for the following academic year. Currently, the District is collaborating on expanding services for the following year to serve more students. The District plans to implement social-emotional surveys three times a year to progress monitor and address the needs for students' social-emotional well-being. Other District success was the student mental health activities at each school site and the District student lead conference to address mental health issues.

## Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The parents/guardians of the District were amazing in their participation and engagement throughout the 2020/2021 academic year. With short notice, four scheduled meetings in August for parents to attend the introduction on the District's Learning Continuity and Attendance Plan and provide feedback. There were two English and two meetings in Spanish for any parent to attend, including interpretation services in English, Spanish, and Mixteco. The District received positive feedback, moving to the new communication system ParentSquare. ParentSquare is a well-known communication system used by other community districts, allowing for a smooth transition. Parents/guardians were thankful for the wellness weeks developed to allow students to catch up on school work. Parents/guardians were pleased with the ending of the alpha split for Tuesday/Wednesday and Thursday/Friday, with all students attending their virtual zoom instruction as of November 19, 2020. Starting in December, parents/guardians and students participated in the annual update process for the 2019/2020 Local Control Accountability Plan, the Learning Continuity and Attendance Plan, and the 2021/2024 Local Control Accountability Plan development.

The District's Parent Advisory Committee met for a total of 16 meetings. Through these meetings, parents/guardians and students were allowed to provide feedback. Through an open dialogue, the District learned about the need from parents. At the beginning of the year, headsets were a need for students to acquire focus and attention during instruction. As a result, several headsets were ordered for each school -site and distributed to students, either through pick up or delivered to students. There was also a need to address the mental health needs of students. This was especially challenging to partner and hire therapists for each of the school sites. The process began in November of 2020, with the fourth therapist hired in April of 2021. Challenges with student grades were a concern to parents. Counselors at each of the school sites help parent meetings, one-on-one calls with parents and students, and home visits to provide support to the students. The pandemic has brought on tremendous challenges for parents/guardians. The District will continue its effort to provide the support necessary for all students to be successful.

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The school nutrition program for the District had such an impact on our students and families. The District's Food Services provided students and families with breakfast and lunch meals. The challenges at times were the locations for meal distribution due to unforeseen circumstances. Parents/guardians were informed through the District's ParentSquare communication system quite often

when changes were made for meal distribution. The District's partnerships with outside agencies to deliver food and distribute food to families in need were sometimes a challenge in organizing. Still, the overall effort provided the support to keep students fed and engaged. The District acknowledges the food service workers for their dedication to our students and community for all their efforts. The District food service workers were on the frontlines during the pandemic and have continued a work ethic to be commended for.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Maintain Food Services Department materials and supplies: Materials needed to provide meals during school closures and in-person in a manner that is safe and consistent with public health guidelines. Includes additional kitchen equipment, sanitation supplies, and Personal Protective Equipment (PPE).	\$1,252,242	\$2,272,242	No
Mental Health and Social and Emotional Well-Being	School Psychologist: Maintain existing staffing and supports to assess, screen, and identify learning disabilities and to recommend appropriate interventions/modifications for students.	\$1,038,950	\$1,041,316	Yes
Mental Health and Social and Emotional Well-Being	Maintain existing staffing and supports to implement District programs and support District initiatives. Professional learning toward social emotional and mental health for both counselors and teachers in the area of connectedness and trauma within the remote context.	\$50,000	\$72,108	Yes
Pupil Engagement and Outreach	Translation and Interpretation: Maintain existing staffing and	\$300,970	\$691,541	Yes



Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	supports to provide interpretation and translation services in languages other than English.			
Pupil Engagement and Outreach	Maintain existing staffing and supports to support District-wide parent/guardian engagement, including home visits and other outreach to make contact with “unreachable” students.	\$157,520	\$237,295	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Additional actions to implement the Learning Continuity Plan had three of the five actions that had substantive differences. School nutrition had a project allocation of \$1,252,242.74 with an estimated actual of \$2,272,242.00 due to additional personnel protective equipment, outdoor serving station equipment, serving equipment, and sanitation supplies. During the pandemic, there was a need to increase translation and interpretation services to assist families and students, which began with an initial projected allocation of \$300,970.14 with an estimated actual of \$691,541.00. As school sites were assisting students and addressing the concerns for student absenteeism, additional school staff were making home visits during and after school to reach out to students to assist them in returning, and the projected allocation was \$157,520.85 with an estimated actual of \$237,295.00.

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The impact of the COVID-19 pandemic has informed the development of goals and actions in the 2021-2024 Local Control Accountability Plan (LCAP). The health and safety of District students are a priority. Health and safety protocols are provided by the SMJUHS D Cal OSHA Covid-19 Prevention Plan and the 2021 SMJUHS D Covid-19 School Guidance Checklist. The District's LCAP goal #6 supports the health and safety of students and staff, which support from stakeholder input to continue, especially in times to prevent COVID-19. The partnerships with outside agencies for school site student vaccination clinics are being considered. The implementation of the District's school-based mental health program will expand from four therapists to eight, and the District

counseling program will expand from 23 counselors to 28 counselors with the hope of sustaining these services over the next three years. The District's monitoring student's social-emotional well-being process will be conducted through three student surveys throughout the academic year. After each administration of a survey, collaborative disaggregated data shared with stakeholders to inform practices and needs of students to provide outcome benchmarks for the next administration of the survey. All of the above are key components to student and parent/guardian engagement. The Parent Advisory Committee has played such a critical role to continue with data equity walks and options for virtual participation.

The distance learning model has created the need to sustain professional learning and professional development for all stakeholders. Professional learning and professional development has taught us all the lesson of life long learners and to adapt to the pedagogical strategies based on the needs of our students.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

The impact of pupil learning loss from the pandemic has put at the forefront for the 2021-24 Local Control Accountability Plan to include actions that address and support the needs of our students. Addressing and assessing the needs of English learners, foster youth, low-income, homeless, and students with disabilities continue to be a priority, which also includes students with unique needs. The District's progress monitoring system of students occurs three times a year for all 9th, 10th, and 11th-grade students. Students with high needs are progress monitored every six weeks. The data collection process to inform instruction will be a newly added feature (MasteryConnect and Videri) in the District's learning management system. This newly added feature to teachers and administrators allows for data to be accessible in one location, which allows for rich dialogue during site professional learning community time. Using progress monitoring data and other data points provides the proper placement of students and the proper placement for support courses for English language arts, math, and designated English language development, which includes support for students with disabilities. The District is in the process of implementing a new assessment management system for standards-aligned assessments for English language arts and math and supplemental assessments for social studies and science.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

All budgeted funds were either exact amounts for the actual expenditure for the 2020-2021 school year, or the actual expenditure was more than originally budgeted. Some examples are the Nutrition Program and Interpreters. Due to the ever-changing needs over the school year, there was a need to provide more funds so that materials and supplies for the food services program to continue to run safely and efficiently. There was also a need to provide more funds than estimated to continue translation services to assist with pupil engagement and family outreach.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The impact from the 2019-20 Local Control Accountability Plan and the 2020-21 Learning Continuity and attendance Plan have informed the development of the 2021-21 through 2023-24 Local Control Accountability Plan through stakeholder dialogue and the experience from the pandemic. The experience from distance learning has brought about the unity for collaboration among all stakeholders to set priorities for teaching and learning. Both plans have informed stakeholders of the importance of professional development and professional learning. There was amazing growth for teachers learning new technology and navigating student learning through a learning management system. Professional learning plans continued with counselors, science teachers, and math teachers. The leadership of counselors continued their progressive move in developing a District-wide counselor handbook addressing national standards for counselors and developing the multi-tier system of support. Science teachers continued to work collaboratively in Chemistry in the Earth Systems, which has been approved as a UC-approved course. The leadership from the science teachers designed all professional learning for all three new Next Generation Science Standards. The math leadership team and math teachers had tremendous growth this year. The math leadership team focused on developing a vision for a District-wide math program addressing the learning needs of all students. Math teachers participated in professional learning activities addressing essential standards, which will continue in the summer. The sustained professional development and professional learning have impacted continuing and expanding services for English learners, foster youth, low-income, homeless, students with disabilities, and unique needs.

Parent/guardian engagement has moved to the forefront with their vision to action to start planning for next year. They have the mindset of being flexible to parent/guardian needs, such that they would like to have meetings in-person and simultaneously virtual to accommodate all stakeholders. They would like to continue to be informed through data and continue with data equity walk activities learning the academic culture of the District to be able to voice their opinions on decisions on instructional matters and policy to address the needs of all students.

The District's career technical education (CTE) and technology programs play an essential role in student learning. The District's new facility for career technical education opens in the fall. The pandemic has impacted how the District's services for CTE programs throughout the year. Teachers learned instructional strategies through distance learning that will carry on in the fall. Technology in the District continues aggressively moving forward with the priority of providing access to students and preparing teachers to implement learning strategies through technology.

Services for the 2021-22 academic year continue to expand while having the needs of English learners, foster youth, low-income, homeless, and students with disabilities. The District is adding five counselors, including the therapy services that will also expand from 4 therapists to 8 therapists in the fall. The social-emotional well-being of our students is essential to learning, and these services

that have been expanded play a critical role in academic growth. The coordination of implementing three social-emotional well-being surveys for students, staff, and parents/guardians will bring informed data addressing the needs to improve our District culture. In-person instruction of the District's designated English language development services is critical for English learner proficiency and reclassification. The District will run a pilot program with an English learner instructional coach in the fall. The District's 2021-22 Local Control Accountability plan includes a variety of actions for all students to be supported that include specific actions for students with disabilities and the addition of a homeless liaison.

## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.





# Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	19,947,651.00	16,799,222.12
Grant Funding	0.00	0.00
LCFF	0.00	88,800.00
LCFF/Supp-Conc	19,027,599.00	16,700,161.12
Not Applicable	0.00	10,261.00
Supplemental and Concentration	920,052.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	19,947,651.00	16,799,222.12
1000-1999: Certificated Personnel Salaries	7,535,126.00	6,714,668.00
2000-2999: Classified Personnel Salaries	1,637,742.00	1,653,765.12
3000-3999: Employee Benefits	3,006,145.00	2,740,866.00
4000-4999: Books And Supplies	3,231,581.00	2,508,220.00
5000-5999: Services And Other Operating Expenditures	3,552,059.00	2,805,623.00
5700-5799: Transfers Of Direct Costs	0.00	121.00
6000-6999: Capital Outlay	734,998.00	107,594.00
7000-7439: Other Outgo	250,000.00	268,365.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	19,947,651.00	16,799,222.12
1000-1999: Certificated Personnel Salaries	LCFF/Supp-Conc	6,615,074.00	6,714,668.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	920,052.00	0.00
2000-2999: Classified Personnel Salaries	LCFF/Supp-Conc	1,637,742.00	1,653,765.12
3000-3999: Employee Benefits	LCFF/Supp-Conc	3,006,145.00	2,740,866.00
4000-4999: Books And Supplies	Grant Funding	0.00	0.00
4000-4999: Books And Supplies	LCFF/Supp-Conc	3,231,581.00	2,508,220.00
5000-5999: Services And Other Operating Expenditures	LCFF	0.00	88,800.00
5000-5999: Services And Other Operating Expenditures	LCFF/Supp-Conc	3,552,059.00	2,706,562.00
5000-5999: Services And Other Operating Expenditures	Not Applicable	0.00	10,261.00
5700-5799: Transfers Of Direct Costs	LCFF/Supp-Conc	0.00	121.00
6000-6999: Capital Outlay	LCFF/Supp-Conc	734,998.00	107,594.00
7000-7439: Other Outgo	LCFF/Supp-Conc	250,000.00	268,365.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	1,804,512.00	1,524,965.00
<b>Goal 2</b>	965,488.00	786,706.00
<b>Goal 3</b>	1,826,338.00	657,525.00
<b>Goal 4</b>	6,797,579.00	6,433,558.12
<b>Goal 5</b>	1,868,444.00	2,018,687.00
<b>Goal 6</b>	1,671,895.00	1,565,367.00
<b>Goal 7</b>	4,662,440.00	3,474,599.00
<b>Goal 8</b>	350,955.00	337,815.00

\* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

<b>Total Expenditures by Offering/Program</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$2,603,608.00	\$6,926,392.00
<b>Distance Learning Program</b>	\$2,904,848.00	\$4,054,618.00
<b>Pupil Learning Loss</b>	\$1,783,266.00	\$2,131,829.15
<b>Additional Actions and Plan Requirements</b>	\$2,799,682.00	\$4,314,502.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	\$10,091,404.00	\$17,427,341.15

<b>Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$603,608.00	\$2,316,773.00
<b>Distance Learning Program</b>		
<b>Pupil Learning Loss</b>	\$418,164.00	\$419,000.00
<b>Additional Actions and Plan Requirements</b>	\$1,252,242.00	\$2,272,242.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	\$2,274,014.00	\$5,008,015.00

<b>Expenditures by Offering/Program (Contributing to Increased/Improved requirement)</b>		
<b>Offering/Program</b>	<b>2020-21 Budgeted</b>	<b>2020-21 Actual</b>
<b>In-Person Instructional Offerings</b>	\$2,000,000.00	\$4,609,619.00
<b>Distance Learning Program</b>	\$2,904,848.00	\$4,054,618.00
<b>Pupil Learning Loss</b>	\$1,365,102.00	\$1,712,829.15
<b>Additional Actions and Plan Requirements</b>	\$1,547,440.00	\$2,042,260.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	\$7,817,390.00	\$12,419,326.15



# Local Performance Indicator Self-Reflection

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

## 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 a LEA to:

- Annually measure its progress in meeting the requirements of the specific 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 LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Below are 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 stakeholders 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 stakeholders and the public through the Dashboard.

### **Parent and Family Engagement (LCFF Priority 3)**

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders 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 stakeholders 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 stakeholders 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 stakeholders 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 stakeholders 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 stakeholders 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 stakeholders 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	0	0%
Total Teacher Misassignments	0	0%
Vacant Teacher Positions	0	0%

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

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	121

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

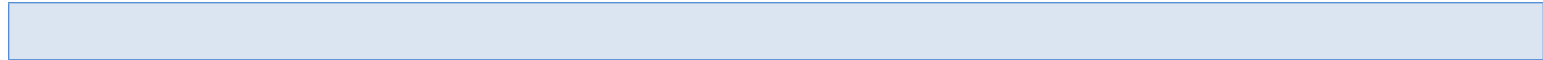
LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

### 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



**OPTION 2: Reflection Tool**

**Recently Adopted Academic Standards and/or Curriculum Frameworks**

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

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

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

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

**Recently Adopted Academic Standards and/or Curriculum Frameworks**

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			3		
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				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

### Optional Narrative (Limited to 1,500 characters)

### 6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

## Parent and Family Engagement (LCFF Priority 3)

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

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

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in 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.

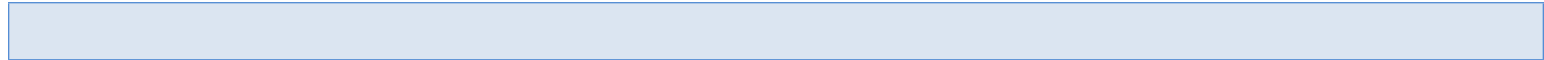
The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below -

1. Identify the diverse stakeholders 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 stakeholders 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.

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



**OPTION 2: Reflection Tool**

**Recently Adopted Academic Standards and/or Curriculum Frameworks**

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

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

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

3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
  - 1 - Exploration and Research Phase
  - 2 - Beginning Development
  - 3 - Initial Implementation
  - 4 - Full Implementation
  - 5 - Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

### Building Relationships

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.			3		
2. Rate the LEA's progress in creating welcoming environments for all families in the community.			3		
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.			3		

### Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

The Santa Maria Joint Union High School District's capacity to build trust through its relationships with parents/guardians is developed by stakeholder collaboration. Through this academic year of the pandemic, teachers, administrators, and classified staff have outreach to families in various ways. The staff has participated in food distribution meals, parent/guardian conferences, parent/guardian zoom meetings, student achievements, and student events. The District engaged this year with the implementation and partnership with the non-profit United We Lead Foundation supporting our families addressing students' academic needs. There were about 50 families that participated. The United We Lead Foundation will start a new cohort starting June 18, 2021, with new cohorts starting in the fall and spring. Parents Institute for Quality Education implemented this spring with a graduating cohort of 75 parents the learned about advocacy for students attaining higher education. Our Parents on a Mission program restarted mid-year engaging families on parent/guardian and student relationships. The Parent Advisory Committee for both English, Spanish, and Mixteco families participated through zoom meetings for the Learning Continuity and Attendance Plan, the development of the new Local Control Accountability Plan 2021-24, and the process for completing the annual updates provided a safe and trusting venue for families to express their ideas and voice.

The District, through the variety of resources, creates a welcoming environment. Through an outreach process by school sites, staff contacted parents/guardians for students who need academic support to come to school to assist with their learning. There were many home visits done by staff to support student engagement. Also, the California Healthy Kids Survey (CHKS) data, 70% of parents/guardians felt welcome to participate at their school, 87% felt they were treated with respect, and 74% felt that school staff take parents/guardians' concerns seriously. The

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 more course offerings at each of the school sites. The growth of the EGS program is due to sustained professional development. 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 with five new counselors and expanding its services for school-based mental health. This year, teachers had over 130 students submit their paintings in a local art gallery reflecting the Latino art game Loteria. Students were taught and inspired by local artists on technique and structure.

The District's communication with parents/guardians is a priority. The communication system ParentSquare was implemented this year. The ParentSquare system has created support for parents/guardians for an environment of 2-way communication. This system provides ease of communication through cell phone APPs for communication via text, email, and voice. Messages 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 via zoom.

### Building Partnerships for Student Outcomes

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
1. 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.			3		
2. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.			3		
3. 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		
4. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.			3		

### Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

The District's professional learning to improve the capacity to partner with families is ongoing. Due to the pandemic, the focus on professional learning was adapting educational technology to student learning. However, professional learning was not tied to the specific principle of supporting family partnerships. However, it did create dialogue for teachers and principals with parents/guardians focused on student learning and acquiring support through the voice of family needs.

The District provided families with a variety of information and resources for student learning. The District provided families with information throughout the year on the status of students returning to school and through various updated reopening plans. In addition, the District provided a variety of resources for student learning, especially through the support of educational software programs and the assistance and support of our Technology Teacher on Special Assignment. One of the resources that have gone well with student learning is the District's implementation of online tutoring and the District's continued college-age peer tutoring.

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. In addition, the Santa Maria Joint Union High School District Board of Education adopted the Grade Validation Policy, which allows teachers to validate grades from the spring of 2020 for grades from the fall of 2019.

The advocacy for parent/guardian 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. Throughout the academic year, parents/guardians participated in advocating for their students throughout the academic year. This year, most meetings were through zoom, where parents/guardians were informed, such as their right to return to in-person instruction, which took place in April.

### Seeking Input for Decision Making

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
1. 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.			3		
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.			3		
3. 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.			3		
4. 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.			3		



### Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

The District's progress in building capacity supporting principals and staff engaging families with decision making has been in the form of various site-level advisory groups. School sites engage families in the decision-making process through school site council, shared decision making, English Language Advisory Committee, and other advisory groups. These groups are supported through the District's LCAP Goal #2, Action 2.

The District has built the capacity for parents/guardians to engage in the decision-making process for policies and plans. 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. Parents/guardians have been part of the decision-making process/input for the District's Learning Continuity and Attendance Plan (LCP), annual updates, and the 2021-24 Local Control Accountability Plan (LCAP) through the pandemic. Parents/guardians provided input to the LCP and 2019-20 LCAP annual updates. The District actively engaged parents/guardians in the decision-making process in developing the new goals and actions for the 2021-24 LCAP. The District commends the efforts of our parents/guardians for their participation throughout this academic year.

Through stakeholder engagement, the District provided a transparent process for parents/guardians, students, teachers, principals, administrators, and staff in providing input. Due to the pandemic, the District created a process for all stakeholder advisory groups to provide input using a technology platform to collect stakeholder comments where the different advisory groups could view each other comments. The District provided stakeholders the links to continue to provide input and share the links with others. The process created a sense of collaboration with all stakeholders, which became evident in stakeholder advisory groups from the dialogue with each of the groups on the input from others. The transparent process allowed parents/guardians to support the ideas of others on expanding or continue with actions that provided services to students.

### 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 spring of 2021. The student data for school connectedness reveal that 48% of ninth-grade students an average reporting of "Agree" or "Strongly Agree," 50% of eleventh-grade students an average reporting of "Agree" or "Strongly Agree," with our continuation high school students an average reporting 64% "Agree" or "Strongly Agree." The following questions, "I am happy to be at this school," "the teachers at this school treat students fairly," and "feel safe in my school," for our continuation high school students report in order of the questions 74%, 85%, 80% with an "Agree" or "Strongly Agree." The percentage difference among 9th and 10th-grade students can be as much as a 20% difference. The question "I feel

close to people at this school" reported 30% (9th-grade), 37% (11th-grade), and 30% (continuation HS) for "Agree" or "Strongly Agree." The question "the teachers at this school treat student fairly" reported 42% (9th-grade), 43% (11th-grade), and 50% (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. 76% of continuation high school students reported "safe" or "very safe," of which 69% were male compared to 53% of 9th-graders, of which 56% were male and 48% female, and 52% of 11th-graders which 50% were male and 50% female. Hispanic or Latinx was the only significant subgroup reported. Hispanic/Latinx students response to "Safe" or "Very Safe" to perceived school safety, 43% (9th-grade), 54% (11th-grade), and 77% (continuation HS). Hispanic/Latinx experienced harassment or bullying reported that 11% (9th-grade) and 24% (11th-grade) students did. Hispanic/Latinx has been afraid of being beaten up reported 8% (9th-grade), 9% (11th-grade), and 0% (continuation HS) did. Hispanic/Latinx has been in a physical fight reported 15% (9th-grade), 13% (11th-grade), and 15% (continuation HS) did. Hispanic/Latinx has seen a weapon on campus 4% (9th-grade), 7% (11th-grade), and 8% (continuation HS) did. The questions regarding harassment, bullying, being beaten up, or seen a weapon on campus, females had a higher percentage than males except for being in a physical fight.

The data from the CHKS for school connectedness and perceived school safety reveal areas of strength and growth. The data shows that percentages are more favorable from continuation high school students in school connectedness and the growth for our 9th and 10th-grade students to improve. The data for school safety is similar to school connectedness. The actions for the District to continue to monitor school connectedness and school safety take place with three administered surveys to begin for fall, winter, and spring administrations. The District will share data collected for each administered survey with stakeholders to develop strategies to improve outcomes. 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.

## **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)
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)
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)
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)

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 access to a broad course of study. Student placement occurs through the District's research-based assessment tool for English and math in English and sometimes Spanish depending on the student's need. The District has a high population of English Language Learners, and proper placement is critical to accessing different courses of study. The District's English Learner population is primarily Spanish. Spanish speaking students who are English Learners are assessed in Spanish to assure proper placement and support to maintain their academic primary language. It is also critical to address the need and progress of students with disabilities through this process. Progress monitoring is performed three times a year to all 9th, 10th, and 11th-grade students to provide data on how students progress and provide support through interventions. The District uses its student information system to develop and monitor every student's four-year academic plan. Counselors monitor students' course matriculation toward graduation requirements and A-G completion. All comprehensive sites provide college and career awareness through counselor engagement activities with students, including financial aid. The District provides all school sites access to the University of California Transcript Evaluation Service (TES). TES provides schools with student progress on A-G course completion, starting with every student in the 9th grade after the fall semester. 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. Students in all grade levels take an interest inventory each year to focus their plans after high school and their current interest in guiding 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, not only CTE programs. CTE programs are expanding through the District's new CTE facility where any student can participate and student transportation provided. The new CTE site is set to open in the fall of 2021. The District has made it a priority that students have access to a broad course of study, especially for low-income, foster youth, and English learner students. Academic placement of students plays a critical role in course offerings and progress. English Learner students who enroll in the District with primary grade-level language acquisition are placed properly into content courses and designated English Language Development. The District addresses increasing the percentage of English Learners, foster youth, homeless, and students with disabilities completing A-G requirements and graduation rates for English learners, foster youth, homeless, and students with disabilities. Special education teachers and general education teachers have been collaborating on meeting the need for students with disabilities through the District co-teaching model and promoting the option of enrolling in a CTE pathway. Through the progress monitoring of students and academic growth, a student may change placement to the next level of study within the school year.

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 barriers identified in the District 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. As mentioned before, with our English learners, foster youth, homeless, low-income, and students with disabilities progressing, the challenge may be rearranging a student's schedule with minimal disruption to meet the academic change. 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. There is no one-size-fits-all. Because SMJUHS 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 the change in staff occur. The implementation of intervention courses should be structured similarly throughout the District as students move from one school to another. Intervention courses must be structured and implemented similarly to provide outcomes toward the progress of core content courses.

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 District has worked with site administration, teachers, and counselors to ensure a broad course of study for all students. English college preparatory courses that support the transition of English Learners will 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. Professional learning for collaborative teaching in the content area with special education teachers and general education teachers have implemented the co-teaching practice. Special education teachers have been collaborating to develop a professional learning plan that addresses the needs of special education students. Science teachers are provided continuous professional learning and are working on the three sequences of NGSS courses. The three courses, Physics of the Univers, Biology of the Living Earth, and Chemistry in the Earth System, will all be implemented in the fall of 2021. All three NGSS courses are the University of California A-G aligned as a D-Lab course, which is expected to increase the number of students meeting this requirement. Math teachers implementing an algebra 1 and geometry course through the District's learning management system. The intent is to give students the advantage of having resources at their disposal using their District provided laptop using a common core aligned curriculum. The District implemented its first-year math professional learning plan addressing the need for textbook adoption and aligning to the new California Math State Framework. The District will continue its support of its three-year professional learning plan for social studies implementing the state framework. The District's state-of-the-art CTE facility is ready for student use in the fall of 2021. The District has a team of teachers and counselors attending computer science training to implement its first course in the fall of 2022. The above work plays a critical role in student progress and access. Along with this movement, the measures mentioned above will assist in guiding the need of all students. To assist with essential data at the hands of all stakeholders, the District is replicating California Dashboard data through its learning management system to inform instruction.

The data collected from the measurement used by the District are essential, and continued training for all is necessary.

### 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.					

<b>Coordinating Instruction</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

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

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

Rating Scale (lowest to highest) -

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					