

June 6, 2023

# 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.



## BOARD OF EDUCATION

Regular Meeting  
June 6, 2023

Santa Maria Joint Union High School District  
2560 Skyway Drive, Santa Maria, California 93455

5:15 p.m. Closed Session  
6:30 p.m. General Session

Pursuant to California Government Code Section 54953(b) concerning teleconferencing of meetings: The following board member will participate by teleconference at the listed location:

- Feliciano Aguilar: Casa Pato Loco 75m sur del torre de ICE Camino hacia Playa Matapalo Quepos, Costa Rica

Each teleconference location is open to the public. Any member of the public has an opportunity to address the School Board from a teleconference location in the same manner as if that person attended the regular meeting location. The School Board will control the conduct of the meeting and determine the appropriate order and time limitations on public comments from teleconference locations. A copy of this agenda will also be posted outside of each teleconference location.

### YouTube links to VIEW only:

English: <https://www.youtube.com/channel/UCvPYs34lm9h0dAwgfi-gDGg>

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

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

*In compliance with the Americans with Disabilities Act, for those requiring special assistance to access the Board meeting room or to access written documents being discussed at the Board meeting, please contact Arcy Pineda at 805-922-4573, Ext. 4202 for assistance. Notification at least 48 hours before the meeting will enable the District to make reasonable arrangements to ensure accessibility to the Board meeting and to provide any required accommodations, auxiliary aids or services.*

*Documents provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection in the District Office at the noted address above, during normal business hours. In addition, such writings and documents may be posted on the District's website: [www.smjuhsd.org](http://www.smjuhsd.org)*

### **PUBLIC COMMENT:**

The public may address the Board of Education on any item of interest that is within the Board's jurisdiction. If you would like to address the Board at the June 6, 2023 meeting, see the options for participation below. Please note: The Board appreciates all public participation in the meeting, but it cannot engage in discussion or specifically respond during the public comment period (Board Bylaw 9323; citing Education Code § 35145.5; Government Code § 54954.3).

- A. **In person:** Persons wishing to speak should complete a blue request form and hand it to the Board secretary. Please note: The time limit to address the Board may not exceed two minutes.
- B. **In writing:** Submit your comment via email to [SMJUHSD-Public-Comment@smjuhsd.org](mailto:SMJUHSD-Public-Comment@smjuhsd.org) by 3:00 p.m. on June 5, 2023. Please include your name, contact information, and topic. Written public comment will be submitted to the Board prior to the start of the Board meeting for their review but will not be read publicly at the meeting.

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## AGENDA

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### I. OPEN SESSION

#### A. Call to Order

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### II. CLOSED SESSION PUBLIC COMMENTS

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

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### III. ADJOURN TO CLOSED SESSION

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

- A. **Certificated and Classified Personnel Actions** – Government Code § 54957. The Board will be asked to review and approve hiring, transfers, promotions, evaluations, terminations, and resignations as reported by the Assistant Superintendent, Human Resources. **Appendix A**
- B. **Conference with Labor Negotiators** – The Board will be provided a review of negotiations with the Faculty Association (California Teachers Association) and the California School Employees Association (CSEA).
- C. **Student Matters**– Education Code § 35146 and § 48918. The Board will review proposed expulsions/suspended expulsion(s) and/or requests for re-admission. NOTE: The education code requires closed sessions in these cases to prevent disclosure of confidential student record information.
- D. **Public Employee Performance Evaluation** – Government Code § 54957, subd. (b)(1) Title: Superintendent

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**IV. RECONVENE IN OPEN SESSION**

- A. Call to Order/Flag Salute**
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**V. ANNOUNCE CLOSED SESSION ACTIONS**

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**VI. REPORTS**

- A. Superintendent's Report**
- B. Board Member Reports**
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**VII. REPORTS FROM EMPLOYEE ORGANIZATIONS**

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**VIII. OPEN SESSION PUBLIC COMMENTS**

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

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**IX. PRESENTATIONS**

**A. Student Activities Update**

Resource Person: John Davis, Assistant Superintendent of Curriculum & Instruction;  
Activities Directors –Kelley DeBernardi (RHS), Adrian Salazar (SMHS), Lisa Walters  
(PVHS)

**B. Fighting Back Santa Maria Valley (FBSMV) Update**

Resource Person: John Davis, Assistant Superintendent of Curriculum & Instruction;  
Edwin Weaver, Executive Director of FBSMV

**C. Special Education Plan**

Resource Person: John Davis, Assistant Superintendent of Curriculum & Instruction;  
Frances Evans, Director of Special Education

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**X. ITEMS SCHEDULED FOR ACTION**

**A. INSTRUCTION**

**1. Santa Barbara County Special Education Local Planning Area (SELPA) 2023-24 Local Plan – Appendix C**

Resource Person: John Davis, Assistant Superintendent of Curriculum & Instruction; Frances Evans, Director of Special Education; Ray Avila, Executive Director of SBCSELPA

The California Department of Education has developed a new Local Plan template. Implementation of this new Local Plan requires a completed document to the California Department of Education on or before June 30, 2023.

Adoption of the Local Plan requires consent of the Governing Board of each participating LEA. In adopting the Local Plan, each participating LEA agrees to carry out the duties and responsibilities assigned to it within the plan. Responsibilities of the Governing Board of each LEA shall include, but not be limited to:

- Exercise authority over, assume responsibility for, and be fiscally accountable for special education programs operated by the agency;
- By approving the Local Plan, enter into an agreement with other local education agencies participating in the plan, for purpose of delivery of services and programs;
- Review and approve revisions of the SELPA Local Plan for special education;
- Participate in the governance of the SELPA through their designated representative to the Governing Council. Governing boards provide the Governing Council with the authority to act as the board designee to approve and amend policies as necessary;
- Appoint members to the Community Advisory Committee (CAC).

There are no substantive changes. The current Local Plan has been formatted according to the template to ensure it is a transparent document. Appendix C includes a presentation and Section B – Governance & Administration. The complete plan may be viewed via this link: [2023-24 SBCSELPA Local Plan Revision](#)

Following adoption, the new Local Plan will be posted on the websites of all member LEAs, the County Office of Education and the SELPA.

**\*\*\* IT IS RECOMMENDED THAT** Board of Education approve the SBCSELPA 2023-24 Local Plan as presented.

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

**A Roll Call Vote is Required:**

Ms. Perez \_\_\_\_\_

Ms. Lopez \_\_\_\_\_  
Dr. Garvin \_\_\_\_\_  
Mr. Aguilar \_\_\_\_\_  
Mr. Baskett \_\_\_\_\_

**2. LCAP Public Hearing – Appendix D**

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

The Board is asked to hold a Public Hearing and receive comments on the District Local Control Accountability Plan (LCAP). The District’s process in developing the LCAP consists of stakeholder meetings throughout the year. The District coordinated over 30 stakeholder meetings to develop the District’s LCAP through the input of the following stakeholder groups: Cabinet, Site Administration, District Directors, Teachers, Students, District Parent Advisory Committee, District English Language Parent Advisory Committee, Faculty Association, CSEA, and Non-Profit groups. We ask that the Board hold a public hearing for any additional comments on the District’s LCAP.

A PUBLIC HEARING IS REQUIRED.

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

**B. GENERAL**

**1. Reduction in Force for Classified Staff – Resolution 18-2022-2023**

Resource Person: Kevin Platt, Assistant Superintendent of Human Resources; Joni McDonald, Director of Classified Human Resources

The district must reduce certain classified positions due to lack of funds. Resolution No. 18-2022-2023 authorizes the administration to proceed with the recommended reduction in force.

\*\*\* **IT IS RECOMMENDED THAT** the Board of Education approve Resolution No. 18-2022-2023 which authorizes the administration to proceed with the recommended reduction in classified staff.

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

**A Roll Call Vote is Required:**

Ms. Perez	_____
Ms. Lopez	_____
Dr. Garvin	_____
Mr. Aguilar	_____
Mr. Baskett	_____

**SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT  
RESOLUTION NUMBER 18-2022-2023**

**RESOLUTION IN SUPPORT OF REDUCTION OF CLASSIFIED SERVICES**

**WHEREAS**, the Superintendent recommends, and the Board finds it is in the best interest of the District that certain services now being provided by the District be reduced or discontinued due to lack of funds to the following extent:

<b>Classified</b>		
<u>Number of Positions</u>	<u>Classification</u>	<u>Disposition</u>
3	Health Technician	Eliminate 3 assignments

**NOW, THEREFORE, BE IT RESOLVED THAT** the Superintendent is authorized and directed to issue a Notice of Layoff to the affected classified employee(s) of the District pursuant to California Education Code §45117 no later than 60 days prior to the effective date of the layoff for lack of work or lack of funds resulting from the reduction of services as set forth above.

**PASSED AND ADOPTED** by the Board of Education of the Santa Maria Joint Union High School District, County of Santa Barbara, State of California, this sixth day of June 2023.

**AYES:**

**NOES:**

**ABSENT:**

**ABSTAIN:**

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



**2. Public Hearing on Reopener Proposals for Negotiations from the District to the SMJUHSD Faculty Association 2023-2024**

Resource Person: Kevin Platt, Assistant Superintendent of Human Resources; Sal Reynoso, Director of Certificated Human Resources

At the May 9, 2023, meeting, the District presented their Reopener Proposals for Negotiations to the SMJUHSD Faculty Association for public review as required by Government Code 3547. A public hearing is required at this time to provide an opportunity for members of the public to directly address the Board on this topic.

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 adopt the District’s Reopener Proposal to the SMJUHSD Faculty Association as presented.

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

**A Roll Call Vote is Required:**

Ms. Perez	_____
Ms. Lopez	_____
Dr. Garvin	_____
Mr. Aguilar	_____
Mr. Baskett	_____

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**3. Variable Term Waiver Request**

Resource Person: Kevin Platt, Assistant Superintendent of Human Resources; Sal Reynoso, Director of Certificated Human Resources

The California Commission on Teacher Credentialing requires public notice when the district intends to employ a certificated staff member based on a Variable Term Waiver. The district has made a diligent search for fully qualified and competent Adapted Physical Education Teachers.

Anthony Payne is applying for a Variable Term Waiver to teach Adapted PE at Pioneer Valley High School, in grades 9 through 12. Mr. Payne is enrolled at Azusa Pacific University completing the needed coursework to apply for his

Adapted Physical Education Added Authorization. He will complete the program June 2024.

This waiver will be applicable for the 2023-24 school year.

**\*\*\* IT IS RECOMMENDED THAT** the Board of Education approve the request as presented.

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

**A Roll Call Vote is Required:**

Ms. Perez	_____
Ms. Lopez	_____
Dr. Garvin	_____
Mr. Aguilar	_____
Mr. Baskett	_____

**4. Declaration of Need for Fully Qualified Educators – Resolution Number 20-2022-2023**

Resource Person: Kevin Platt, Assistant Superintendent of Human Resources; Sal Reynoso, Director of Certificated Human Resources

The California Commission on Teacher Credentialing requires the Governing Board to adopt a "Declaration of Need for Fully Qualified Educators" certifying there is an insufficient number of certificated persons who meet the District's specified employment criteria. The Declaration, printed on the following pages, shall remain in force for the 2023/24 school year.

**\*\*\* IT IS RECOMMENDED THAT** the Board of Education approve Resolution Number 20-2022-2023 to certify the Declaration of Need for Fully Qualified Educators for the 2023/24 school year.

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

**A Roll Call Vote is Required:**

Ms. Perez	_____
Ms. Lopez	_____
Dr. Garvin	_____
Mr. Aguilar	_____
Mr. Baskett	_____

**SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT  
RESOLUTION NUMBER 20-2022-23**

**DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS  
FOR THE 2023/2024 SCHOOL YEAR**

**WHEREAS**, The California Commission on Teacher Credentialing requires the Governing Board to adopt a "Declaration of Need for Fully Qualified Educators" certifying there is an insufficient number of certificated persons who meet the District's specified employment criteria. The Declaration shall remain in force for the 2023/24 school year.

**WHEREAS**, The District will continue to make all possible efforts to recruit and hire fully qualified applicants.

**NOW, THEREFORE BE IT RESOLVED** that the Governing Board of the Santa Maria Joint Union High School District does hereby adopt the "Declaration of Need for Fully Qualified Educators" for the 2023/24 school year.

This resolution was passed and adopted at a regular meeting of the Board of Education of the Santa Maria Joint Union High School District of Santa Barbara County, California, on June 6, 2023, by the following vote:

**AYES:**

**NOES:**

**ABSENT:**

**ABSTAIN:**

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

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**C. BUSINESS**

**1. Budget Hearing for Fiscal Year 2023-2024 – Appendix E**

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

Education Code Section 42127 requires that on or before July 1 of each year the Governing Board of a school district shall hold a public hearing on the budget to be adopted for the subsequent year. Pursuant to Education Code Section 33127, this Adopted Budget complies with the criteria and standards as established by the State Board of Education.

California school districts are required to hold two separate public meetings for their budgets and LCAP plans. The District's Governing Board is required to 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. The District's LCAP plan contains many goals and initiatives to provide increased services to its target population of foster youth, low income and English learners. The plan was developed after many hours of meetings and consultations with stakeholders. These meetings were used to evaluate the progress towards the goals that were contained in the prior year's plan, and to develop the District's 2023-24 LCAP plan, the third year of a three-year plan cycle. The District's budget that is being proposed for adoption for the 2023-24 year reflects the goals and expenditures contained in its LCAP plan. Per the LCAP requirement to calculate and implement carryover for increased and improved services, a carryover amount of \$921,018.97 has been identified from the 2022-23 year.

The May Revision is the last revision required under the law for the Governor to propose his budget for the State for the 2023-24 year, with proposed spending of \$306.5 billion. The May Revision proposes \$106.8 billion in Proposition 98 funding representing a \$3.6 billion reduction from the 2022-23 Enacted Budget. The largest K-12 investment was in the LCFF and its various components with an additional \$5.04 billion compared to January proposed \$4.04 billion. Investments to fully fund the statutory COLA at 8.22% for categorical programs outside of the LCFF totaling \$667 million. Existing law imposes a 10% cap on the District's reserves in fiscal years immediately succeeding those in which the State's rainy day fund balance is at least 3% of TK-12 Prop. 98 funding. Currently, the States Proposition 98 Reserve balance is at 11.4% and is exceeding the 3% threshold, therefore the local reserve cap remains operative for 2023-24 fiscal year. Once the State has finalized its Enacted Budget the District will make adjustments to incorporate the one-time discretionary funding for the Arts Education Program, and if approved the proposed cut of \$2.5 billion to the Learning Recovery Emergency Block Grant (LREBG).

It is important to acknowledge the risks to the economy, the State Budget, and the long-term forecast. School Services of California speculates this State Budget as the riskiest budget they've seen in over a decade for several reasons including, State budget deficit grew to \$31.5 million from \$22.5 million compared to January's budget. Significant reductions to the three big tax revenues, Personal Income Tax is down 17.8%, Sales and Use Tax down 5.1% and Corporate Tax is at 0.2%. Along with uncertainty's regarding the Federal debt ceiling, increased cost of borrowing to due interest rate hikes, bank failures, and delayed tax receipts.

Based on guidance from the Santa Barbara County Education Office, which has oversight authority for approval of the District's Adopted Budget, this budget for the District utilizes the LCFF simulator tool as provided by the Fiscal Crisis and Management Assistance Team ("FCMAT") to compute the District's expected revenue from LCFF sources.

A summary of the proposed budget for 2023-2024 is presented as Appendix E for consideration by the Board of Education. The full report is available on the District's website. Due to the requirements with LCFF and LCAP, adoption will occur at a subsequent meeting.

**A PUBLIC HEARING IS REQUIRED.**

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

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## **2. Authorization to Commit Fund Balance – Resolution 19-2022-2023**

Resource Person: Yolanda Ortiz, Assistant Superintendent of Business Services

As a result of the balance in the Public School System Stabilization Account the statutory limitation on school district reserves has been triggered for the 2023 - 2024 budget period, pursuant to Education Code (EC) Section 42127.01(e).

Beginning with the 2023-2024 fiscal year, the district reserve cap requires that a school district's adopted or revised budget pursuant to EC Section 42127 shall not contain a combined assigned or unassigned ending general fund balance of more than 10 percent of those funds. Assigned and unassigned balances within the Special Fund for Other than Capital Outlay shall also be included within the 10 percent reserve cap. Resolution Number 19-2022-2023 authorizes the district to commit the excess fund balance.

\*\*\* **IT IS RECOMMENDED THAT** the Board of Education approve Resolution Number 19-2022-2023 authorizing the district to commit the General Fund balance.

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

**A Roll Call Vote is Required:**

Ms. Perez	_____
Ms. Lopez	_____
Dr. Garvin	_____
Mr. Aguilar	_____
Mr. Baskett	_____

**SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT  
RESOLUTION NUMBER 19-2022-2023**

**AUTHORIZATION TO COMMIT FUND BALANCE**

**WHEREAS**, the Governmental Accounting Standards Board (GASB) issued Statement Number 54 (GASB 54), establishing a hierarchy clarifying constraints that govern how a government entity can use amounts reported as fund balance; and

**WHEREAS**, the Santa Maria Joint Union High School District is required to comply with GASB 54 reporting requirements; and

**WHEREAS**, fund balance measures the net financial resources available to finance expenditures in future periods and will be maintained to provide the District with sufficient working capital to address future spending needs; and

**WHEREAS**, the District is committed to being fiscally prudent and dedicated to preparing for economic uncertainties; and

**WHEREAS**, the fund balance of the District may be committed for a specific purpose by formal action of the Board of Education; and

**WHEREAS**, the committed fund balance classification reflects amounts subject to internal constraints self-imposed by the Board of Education; and

**WHEREAS**, once the committed fund balance constraints are imposed, it requires the constraint to be removed by the Board of Education prior to redirecting the funds for other purposes; and

**WHEREAS**, the Board of Education has determined it has specific needs that it elects to fund with portions of its General Fund ending fund balance.

**NOW, THEREFORE, BE IT RESOLVED** that the Santa Maria Joint Union High School District Board of Education hereby commits to utilizing portions of its General Fund ending fund balance as indicated by the Committed Fund classification in its financial statements for the following purposes:

- Future technology device refresh
- Future textbook adoptions
- To accommodate growth/reduce density at school sites
- Alternative Education expansion/wellness centers
- Certificated medical savings

**BE IT FURTHER RESOLVED** that any amendments or modification to the use of committed funds require approval by formal action of the Board of Education; and

**BE IT FURTHER RESOLVED** that the amounts to be committed for the purposes directed above shall be established by the Superintendent no later than September 15, 2023.

**PASSED, AND ADOPTED** this 6<sup>th</sup> day of June 2023 by the following vote:

**AYES:**

**NOES:**

**ABSENT:**

**ABSTAIN:**

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

**3. Approve Bid: Ernest Righetti High School and Santa Maria High School 2023 Pavement Maintenance (Project #23-469)**

Resource Person: Yolanda Ortiz, Assistant Superintendent of Business Services

The administration opened bids on May 25, 2023, for the Ernest Righetti High School and Santa Maria High School 2023 Pavement Maintenance (Project #23-469). The bid recap and administrative recommendation follows:

BIDDER	BASE BID
R. Burke Corporation <i>San Luis Obispo, CA</i>	\$860,310.00

One (1) contractor, holding general building contractor “A” license, attended the mandatory job walk May 16, 2023. One (1) bid was received by administration. R. Burke Corporation was determined to be the apparent low bidder.

\*\*\* **IT IS RECOMMENDED THAT** the Board of Education approve the Ernest Righetti High School and Santa Maria High School 2023 Pavement Maintenance (Project #23-469) to the lowest bidder, R. Burke Corporation for the bid amount of \$860,310.00 to be paid from Funds 14 & 25.

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

**A Roll Call Vote is Required:**

- Ms. Perez \_\_\_\_\_
- Ms. Lopez \_\_\_\_\_
- Dr. Garvin \_\_\_\_\_
- Mr. Aguilar \_\_\_\_\_
- Mr. Baskett \_\_\_\_\_

**4. Santa Maria High School Reconstruction Project #17-267: Approval of Amendment No. 6 to the Facilities Lease, Including Change Orders No. 5 and 6 Increasing the Guaranteed Maximum Price (GMP) amount**

Resource Person: Yolanda Ortiz, Assistant Superintendent of Business Services

The SMHS Reconstruction #17-267 Project Increment 1, Phase 0 GMP provided by Vernon Edwards Constructors was approved under Amendment No. 1 as \$2,739,104. Amendment No. 2, including Phase 0 Change Order (CO) No. 1, increased the GMP to \$2,778,010.70. Amendment No. 3, including Phase 0



CO's No. 2 and 3, increased the GMP to \$2,817,793.68. Amendment No. 4, including Increment 1, Phase 1 New 50 Classroom and Administration Building, increased the GMP to \$62,291,639.68. Amendment No. 5 included CO No. 4 increasing the GMP to \$62,966,786.19.

Amendment 6, including CO's No's 5 and 6, provides for modifications to the New 50 Classroom and Administration Building plans. CO No. 5 utilizes allowances within the Contract for work such as irrigation conflicts, security, anchor bolt changes, gas and water riser enclosures, Wi-Fi heat maps, sprinkler head location revisions, skylight adjustments, roller shades, concrete additions, guard-rail modifications, and other unanticipated changes during the course of construction. The cost for the work was \$133,112.12, however, as Contract allowances were used, no increase to the Contract amount occurred. CO No. 6 includes the addition of a new softball field including complete demolition and grading, installation of new plumbing, electrical, and data infrastructure, irrigation systems, backstop, batting and pitching cages, dugouts, seating, storage buildings, concrete walkways and pad, scoreboard, play field, fencing, and ADA parking modifications. The cost of CO No. 6 is \$3,236,956.21. Combined, CO's 5 (zero as Contract allowances were used) and 6 (\$3,236,956.21 in added scope) increases the total GMP to \$66,203,742.40

**\*\*\* IT IS RECOMMENDED THAT** the Board of Education approve the Santa Maria High School Reconstruction Project #17-267: Approval of Amendment No. 6 to the Facilities Lease, Including Change Orders No. 5 and 6 Increasing the Guaranteed Maximum Price (GMP) amount, as presented.

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

**A Roll Call Vote is Required:**

Ms. Perez	_____
Ms. Lopez	_____
Dr. Garvin	_____
Mr. Aguilar	_____
Mr. Baskett	_____

**XI. 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 \_\_\_\_\_

**A Roll Call Vote is Required:**

Ms. Perez \_\_\_\_\_  
 Ms. Lopez \_\_\_\_\_  
 Dr. Garvin \_\_\_\_\_  
 Mr. Aguilar \_\_\_\_\_  
 Mr. Baskett \_\_\_\_\_

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

Regular Board Meeting – May 9, 2023

B. Approval of Warrants for the Month of May 2023

Payroll	\$ 10,620,170.23
Warrants	\$ 6,010,203.48
<b>Total</b>	<b>\$ 16,630,373.71</b>

C. Attendance Report

Ms. Yolanda Ortiz, Assistant Superintendent of Business Services, will be available to answer questions regarding the ninth month of the 2023-24 monthly attendance report presented on the last page of this agenda.

D. Approval of Contracts

Company/Vendor	Description of Services	Amount/ Funding	Resource Person
Casa Pacifica	Renewal for two (2) Full time Clinicians to provide individual, group, parent counseling and guidance with behavior intervention and case management for the 2023-2024 school year.	\$224,000/ Learning Recovery Block Grant	John Davis
Clever Prototypes, LLC (DBA Storyboard That)	District-wide license renewal for StoryBoardThat software digital and visual communication tool for the 2023-2024 school year.	\$62,820/ LCAP 1.1	John Davis
Dream Box Learning Reading Plus Licenses	Software products and services that provide personalized math instruction in an engaging environment for students for the 2023-2024 school year.	\$49,755/ LCAP 1.8	John Davis

**REGULAR MEETING**  
**June 6, 2023**

Edpuzzle	Renewal of school-wide unlimited Edpuzzle software access for the 2023-2024 school year.	\$11,600/ A-G Incentive Grant	John Davis
Explore Learning	Renewal of GIZMOS Science Department Interactive Labs Software for the 2023-2024 school year.	\$31,205/ LCAP 1.1	John Davis
Fighting Back SM Valley	FBSMV staff will provide services to students who are homeless or at risk of homelessness for the 2023-2024 school year.	\$485,000/ Title I	John Davis
Fighting Back SM Valley	Foster Youth Support and Behavioral/Social Emotional Support Services for the 2023-2024 school year.	\$395,000/ LCAP 4.10	John Davis
Fighting Back SM Valley	Fighting Back Santa Maria Valley will provide Trauma Informed Education and Restorative Approach in Schools Training from September 1, 2023 to June 30, 2024.	\$18,000/ LCAP 2.1	John Davis
Formative	District-wide subscription for 2023-2024 school year.	\$63,516.40/ ESSER III	John Davis
Instructure	Learning Management System - Canvas Subscription renewal for the 2023-2024 school year.	\$91,843.50/ LCAP 5.5	John Davis
Knowledge Saves Lives, Inc.	This is a two-hour training for each school site in which they will learn both evacuation and lockdown best practices and conduct walk-through scenarios for various emergency situations.	\$23,985/ LCAP 6.3	John Davis
Nearpod	District-wide software for real-time insights into student understanding through a platform of interactive lessons, interactive videos, gamification, and activities from September 9, 2023 through September 9, 2024.	\$45,202.50/ LCAP 1.1	John Davis
News2You	Unique Learning Systems for Special Education students online curriculum from August 11, 2023 through August 10, 2024.	\$24,299.76/ LCAP 1.10	John Davis
Newsela	Newsela is a literacy-focused software program to drive literacy gains for all students with ethnic studies components for the 2023-2024 school year.	\$120,255/ LCAP 1.2	John Davis
NoRedInk	NoRedInk software program available to all English teachers to help students	\$42,703.75/ LCAP 1.1	John Davis

**REGULAR MEETING**  
**June 6, 2023**

	build stronger writers through interest-based curriculum, adaptive exercises, and actionable data for the 2023-2024 school year.		
Panorama Education	The Panorama Student Success Platform is an intervention platform to assist with intervention tracking for analytic reporting on behavior, attendance, coursework, and assessments from July 1, 2023 to June 30, 2024.	\$66,700/ LCAP 2.3	John Davis
Parent Institute for Quality Education (PIQE)	PIQE will provide its Social Emotional Learning Program (SEL) for the parents/guardians of enrolled students from June 14, 2023 through August 2, 2023.	\$12,500/ LCAP 2.2	John Davis
Parent Institute for Quality Education (PIQE)	PIQE will provide its STEM Program for the parents/guardians of enrolled students from June 22, 2023 through July 13, 2023.	\$6,000/ LCAP 2.2	John Davis
RaaWee K12 Solutions	Attendance platform renewal that addresses chronic absenteeism and assists with the District's Student Attendance Review Board process for the 2023-2024 school year.	\$58,400/ LCAP 6.6	John Davis
Santa Barbara County Education Office (SBCEO)	MOU that outlines services and supports for students referred to Peter B. FitzGerald Community School for the 2023-2024 school year.	\$758,916/ LCAP 6.5	John Davis
TCI	District-wide Social Science Government textbooks and online services.	\$242,187.25/ Lottery Funds	John Davis
Thinking In Common	Co-teaching professional development services and ongoing staff co-teaching for the 2023-2024 school year.	\$23,700/ Title I	John Davis
United We Lead Foundation	UWLF will provide a "Getting Ready for High School" 4-week Summer Parent Virtual Academy leadership development opportunity for parents and caregivers interested in learning about the transition from middle school to high school and the importance of Family, School, and Community Engagement from July 10, 2023 to July 30, 2023.	\$9,500/ LCAP 2.2	John Davis
United We Lead Foundation	UWLF will recruit and provide multiple workshop trainers, keynote speakers	\$22,500/ LCAP 2.2	John Davis

	and panelists to conduct, plan, implement the delivery of workshops, conferences and panels for the 2023-24 Fall and Spring Health, Family and Student Success Parent Conferences from December 9, 2023 to March 9, 2024.		
United We Lead Foundation	UWLF will provide 8-week Fall and Spring Parent Virtual Academy leadership development opportunity for parents and caregivers who are interested in learning more about the educational system in the United States and the importance of Family, School, and Community Engagement from September 11, 2023 to March 18, 2024.	\$26,000/ LCAP 2.2	John Davis
VOCABULARY.COM	Online learning software licenses from August 17, 2023 through August 17, 2024.	\$3,313/Title III	John Davis
XELLO	College and Career Software for ACT and SAT support with college tracking and applications for the 2023-2024 school year.	\$53,448.88/ LCAP 4.8	John Davis

E. Facility Report – **Appendix B**

F. Student Matters – Education Code § 35146 and § 48918

Administrative Recommendation to suspend the order of expulsion: 363243, 363426

Administrative Recommendation to order expulsion: 369367, 363937, 607765

Administrative Recommendation for student re-admission from expulsion/suspended order and/or expulsion: #363565 (graduating 6/15/23), 607415, 607556, 362726, 607882, 368800, 357500, 608027, 370141, 370881, 357483, 606512, 606482, 357130, 607037, 607987, 357284, 606598, 606955, 606807, 368798, 362845

G. Single Plan for Student Achievement Plans (SPSA) 2023-24

The SPSA plans have been developed on tentative budgets. Therefore, budget revisions will be finalized once the Consolidated Application is completed at the end of January. SPSA's will only be returned to the Board if major changes are made in the goals and strategies.

Pioneer Valley, Santa Maria High, Righetti High, and Delta have submitted their SPSA's for approval. The plans are available to review on the District website under "Public Notices" via the following link: [SMJUHSD Public Notices](#)

H. Approval of Grant Applications

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

- 2023-24 Perkins: The Perkins 2023-24 application with an estimated allocation of \$355,105 is a federal act that 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 post-secondary education and/or careers.
- 2023-24 Career Technical Education Incentive Grant (CTEIG): This application contains an estimated allocation of \$1,004,805. This program established a state education, economic, and workforce development initiative to provide pupils in CTE pathway programs with the knowledge and skills necessary to transition to employment and postsecondary education.

I. Denial of Claim

The District is in receipt of a claim filed by Isabella Almaguer for alleged damages on or around March 3, 2023. It is recommended the Board of Education deny the claim and refer the matter to the District's insurance carrier.

J. School Safety Plans

California Constitution guarantees California children the right to attend public schools that are safe, secure, and peaceful. Districts and schools and their personnel are responsible for creating learning environments that are safe and secure. The School Safety Plans are site plans which must be board approved. The duration of the plans is from July 1, 2023 to June 30, 2024. School Safety Plans are updated annually and are available for review at the District Office.

K. Authorization to Utilize Sourcewell for the Purchase of Scoreboards for the length of the Contract through July 8, 2023

Section 10299 of the Public Contract Code (PCC) provides an alternative for obtaining supplies, furniture, and equipment, whereby notwithstanding Section 20111 and 20112 of the PCC, "school districts may, without competitive bidding, utilize contracts, master agreements, and multiple award schedules established by the department [DGS] for the acquisition of information, technology, goods,

and services.” Section 10299 further authorizes state and local agencies to “contract with suppliers awarded the contracts without further competitive bidding.” The district administration recommends that district-wide purchases of scoreboards be made utilizing the provisions of the PCC through Nevco Sports, LLC Sourcewell Contract #050819-NVC through July 8, 2023.

- L. Authorization to Utilize Sourcewell for the Purchase of Vehicle Lifts, with Garage and Fleet Maintenance Equipment for the length of the Contract through April 13, 2024

Section 10299 of the Public Contract Code (PCC) provides an alternative for obtaining supplies, furniture, and equipment, whereby notwithstanding Section 20111 and 20112 of the PCC, “school districts may, without competitive bidding, utilize contracts, master agreements, and multiple award schedules established by the department [DGS] for the acquisition of information, technology, goods, and services.” Section 10299 further authorizes state and local agencies to “contract with suppliers awarded the contracts without further competitive bidding.” The district administration recommends that district-wide purchases of vehicle lifts equipment be made utilizing the provisions of the PCC through Mohawk Lifts, LLC Sourcewell Solicitation Number: RFP#013020-MRL through April 13, 2024.

- M. Authorization to Utilize Sourcewell for the Purchase of Fitness Equipment for the length of the Contract through October 1, 2024

Section 10299 of the Public Contract Code (PCC) provides an alternative for obtaining supplies, furniture, and equipment, whereby notwithstanding Section 20111 and 20112 of the PCC, “school districts may, without competitive bidding, utilize contracts, master agreements, and multiple award schedules established by the department [DGS] for the acquisition of information, technology, goods, and services.” Section 10299 further authorizes state and local agencies to “contract with suppliers awarded the contracts without further competitive bidding.” The district administration recommends that district-wide purchases of fitness equipment be made utilizing the provisions of the PCC through Life Fitness, LLC Sourcewell Solicitation Number: RFP#081120 through October 1, 2024.

- N. Approval to Contract with Flowers & Associates Inc. for Engineering Services at Ernest Righetti High School and Santa Maria High School 2023 Paving Maintenance (Project #23-469)

The proposal submitted by Flowers & Associates includes observation and monitoring of work in progress, observation reports, review project submittals, change orders, pay requests, and perform construction contract compliance monitoring of contractor’s work and schedule testing. Contract is not to exceed \$70,723.00.

O. Notice of Completion

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

1. PVHS PERFORMING ARTS CENTER WATER DAMAGE RESTORATION #23-472 with Oliveira’s Fashion Floors Inc., Contractor. Substantial Completion on March 17, 2023.
2. DELTA HIGH SCHOOL 2 HVAC UNITS REPLACEMENT: RM 404 & ADMINISTRATION BUILDING, #22-444 with J.R. Barto HVAC & Sheet Metal Inc., Contractor. Substantial Completion on April 15, 2023.

P. Out of State Travel

Person/Reason	Location/Date	Description	Funding Source
Cindy Quaid (SMHS) + 3 Students  Future Business Leaders of American National Leadership Conference	Atlanta, GA  6/26/23 - 7/1/23	Students are eligible to compete in leadership events and learn new ideas about shaping their career future through workshops and exhibits.	CTEIG
Scott Nickason (RHS)  Health & PE Convention	Phoenix, AZ  10/25/23 - 10/27/23	Presenter at the Health and Physical Education Convention that provides professional development and advocacy that ensures effective delivery of evidence-informed physical education programming that fosters healthy, active, and physically literate youth.	LCAP Goal 1
Christine Linne (PVHS)  National Skills USA Conference	Atlanta, GA  6/19/23 - 6/23/23	Attend the National Conference to learn about the organization and bring SkillsUSA to PVHS.	CTEIG
Megan Cota (RHS), Victoria Tonascia (RHS), Blayke Harrison + 11 student athletes  Nike Outdoor Track and Field Nationals	Eugene, OR  6/14/23 - 6/20/23	Compete in the Nike Outdoor Track and Field Nationals	RHS Track ASB Account



**REGULAR MEETING**  
**June 6, 2023**

Daniela Ruiz  National Association of Folklorico Groups (ANGF)	McAllen, TX  7/8/23-7/15/23	The conference teaches dances and history from various regions of Mexico that can be brought back to Santa Maria to teach to our students.	LCAP Goal 2
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**Q. Purchase Orders**

PO #	Vendor	Amount	Description/Funding
PO23-01609	Advanced Health-styles Fitness Equip DBA Advanced Exercise	\$115,665.03	Aspire Upright Lifecycle Bike with SL Console / General Fund ESSER III
PO23-01660	Home Motors	\$60,503.55	2023 Chevrolet Suburban CTE Center / General Fund CTEIG
PO23-01648 PO23-01661 PO23-01662 PO23-01663 PO23-01664	Atech Training, Inc.	\$21,480.85 \$6,440.50 \$8,793.88 \$16,521.16 \$43,858.88	Various electronics courseware for CTEFP System, Diagnostics & Service Pathway / General Fund LCAP 3.3 and Bond Fund 26 H2016
PO23-01665 PO23-01666 PO23-01668 PO23-01669 PO23-01671 PO23-01674	Mohawk Lifts LLC	\$921.72 \$34,219.45 \$1,616.76 \$549.43 \$10,232.08 \$24,481.34	Various equipment, materials for CTEFP System, Diagnostics & Service Pathway / General Fund LCAP 3.3 & Bond Fund 26 H2016
PO23-01675	Snap-On Industrial	\$142,274.12	Custom built ins & storage cabinets for CTEFP System, Diagnostics & Service Pathway / General Fund LCAP 3.3 & Bond Fund 26 H2016
PO23-01676	Snap-On Industrial	\$212,622.74	Various tools & post lift for CTEFP System, Diagnostics & Service Pathway / General Fund LCAP 3.3 \$ Bond Fund 26 H2016
PO24-00006	Eagle Software	\$144,956.66	Aeries software subscription & support / General Fund Data Processing
BPO24-00001	Taco Works, Inc.	\$60,000.00	Food & supplies / Cafeteria Fund 13
BPO24-00002	Jordano's	\$90,000.00	Food & supplies / Cafeteria Fund 13
BPO24-00003	Gold Star Foods Inc.	\$90,000.00	Food service supplies /

<b>REGULAR MEETING June 6, 2023</b>
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			Cafeteria Fund 13
BPO24-00004	JB Dewar, Inc.	\$415,000.00	District Bulk Fuel / General Fund M&O

R. Acceptance of Gifts

<b>Pioneer Valley High School</b>		
<u>Donor</u>	<u>Recipient</u>	<u>Amount</u>
Dutch Bros LLC	Center Stage	\$250.00
Deborah Conn	Woodworking WPC Scholarship Fund	\$1,000.00
Kevin Ilac	Boy's Tennis Team	\$100.00
Snap Mobile, Inc.	Boy's Tennis Team	\$1,720.70
G. Starowicz Revocable Trust	Jazz Choir	\$100.00
<b>Total Pioneer Valley High School</b>		<b><u>\$3,170.70</u></b>
<b>Santa Maria High School</b>		
<u>Donor</u>	<u>Recipient</u>	<u>Amount</u>
Bobalo Berry Farms	Band	\$300.00
Carpinteria Grillas c/o Gilberto Hilario Rojas	Band	\$200.00
La Casa del Cellular	Band	\$100.00
The League of Woman Voters of Santa Ma- ria Valley	Close Up Club	\$250.00
New Era Berries, Inc	Band	\$500.00
Elks Recreation Inc	FFA – OH	\$2500.00
Ginny Barnett	Close Up Club/Track	\$100.00
Albert Gutierrez	Band	\$100.00
The Community Foundation	GSA	\$500.00
Santa Maria FFA Boosters	FFA	\$6000.00
<b>Total Santa Maria High School</b>		<b><u>\$10,550.00</u></b>
<b>Santa Maria Joint Union High School District</b>		
<u>Donor</u>	<u>Recipient</u>	<u>Amount</u>
Granite Construction Company on behalf of Keira Wildhagen	Warrior Goats Program	\$500.00
<b>Total SMJUHS</b>		<b><u>\$500.00</u></b>

**XII. FUTURE BOARD MEETINGS FOR 2023**

Unless otherwise announced, the next regular meeting of the Board of Education will be held on June 14, 2023 at 10:00 a.m. The meeting will be held at the District Support Services Center. For **view only** live-stream links, refer to page 1 of the agenda.

Regular Board Meetings for 2023:

July 11, 2023 - Cancelled August 1, 2023*	September 12, 2023 October 10, 2023	November 14, 2023 December 12, 2023
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*\*Not on the second Tuesday of the month*  
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**XIII. ADJOURN**

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SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT  
MONTHLY REPORT OF ATTENDANCE  
NINTH MONTH OF 2022-23

March 27, 2023 through April 21, 2023

	Ninth Month 2021-22			Ninth Month 2022-23			Accumulated ADA				
	Ending Enrollment	ADA	ADA % of Poss. Enroll.	Ending Enrollment	ADA	ADA % of Poss. Enroll.	Prior Year		Current Year		
							ADA % to CBEDS	ADA	ADA % to CBEDS	ADA	
<b>ERNEST RIGHETTI HIGH</b>											
Regular	2148	2034.71	94.5%	2183	2028.71	92.9%		2075.91		2087.52	
Special Education	116	110.07	93.6%	123	108.00	89.0%		102.31		108.82	
Independent Study	82	46.36	55.5%	70	68.64	98.4%		41.51		62.24	
Independent Study Spec Ed	9	4.07	47.5%	13	13.71	100.0%		3.71		9.21	
Independent Study Virtual Academy	65	52.64	81.0%	0	0.00	0.0%		41.22		0.01	
Independent Study Virtual Academy SPED	8	6.43	80.4%	0	0.00	0.0%		6.03		0.00	
CTE Program	7	5.93	83.8%	6	4.93	80.2%		5.91		4.57	
Home and Hospital-Reg Ed	0	0.00	0.0%	5	5.00	88.6%		0.10		2.04	
Home and Hospital-Spec Ed	2	0.57	44.4%	4	4.00	100.0%		0.05		2.39	
<b>TOTAL RIGHETTI</b>	<b>2437</b>	<b>2260.78</b>	<b>94.5%</b>	<b>2404</b>	<b>2233.00</b>	<b>92.7%</b>		<b>2276.75</b>		<b>2276.80</b>	
<b>SANTA MARIA HIGH</b>											
Regular	2743	2601.00	94.9%	2731	2588.07	94.5%		2639.66		2660.53	
Special Education	226	202.71	89.3%	255	224.00	88.0%		208.81		230.16	
Independent Study	13	11.57	83.9%	27	25.29	95.4%		12.51		18.40	
Independent Study 12+	0	0.00	0.0%	0	0.00	0.0%		0.00		0.00	
Independent Study Spec Ed	1	0.14	14.3%	3	3.00	100.0%		0.93		1.34	
Independent Study Virtual Academy	79	78.79	99.7%	0	0.00	0.0%		56.43		0.00	
Independent Study Virtual Academy SPED	14	14.36	98.0%	0	0.00	0.0%		12.34		0.00	
CTE Program	10	5.50	55.8%	8	6.21	71.9%		5.61		5.52	
Home and Hospital-Reg Ed	5	4.43	96.9%	13	13.00	100.0%		1.49		6.41	
Home and Hospital-Spec Ed	2	1.00	41.2%	7	6.43	91.8%		1.16		4.85	
<b>TOTAL SANTA MARIA</b>	<b>3093</b>	<b>2919.5</b>	<b>94.4%</b>	<b>3044</b>	<b>2866.00</b>	<b>94.0%</b>		<b>2938.94</b>		<b>2927.20</b>	
<b>PIONEER VALLEY HIGH</b>											
Regular	2683	2569.64	95.5%	2821	2666.43	94.5%		2646.74		2719.12	
Special Education	162	149.71	92.2%	213	198.79	93.1%		154.07		196.64	
Independent Study	136	132.00	99.4%	74	74.29	100.0%		65.36		74.66	
Independent Study Spec Ed	26	19.57	71.0%	1	1.36	100.0%		13.27		0.47	
Independent Study Virtual Academy	35	36.43	100.0%	0	0.00	0.0%		28.95		0.00	
Independent Study Virtual Academy SPED	0	0.00	0.0%	0	0.00	0.0%		0.30		0.00	
Home and Hospital-Reg Ed	9	7.21	80.2%	11	7.79	76.2%		3.45		7.31	
Home and Hospital-Spec Ed	4	4.00	100.0%	7	7.21	0.0%		2.79		5.36	
<b>TOTAL PIONEER VALLEY</b>	<b>3055</b>	<b>2918.56</b>	<b>95.3%</b>	<b>3127</b>	<b>2955.86</b>	<b>94.4%</b>		<b>2914.93</b>		<b>3003.56</b>	
<b>DAY TREATMENT @ LINCOLN STREET</b>	<b>4</b>	<b>2.71</b>	<b>67.9%</b>	<b>8</b>	<b>4.29</b>	<b>53.6%</b>		<b>4.48</b>		<b>4.01</b>	
<b>DISTRICT SPECIAL ED TRANSITION</b>	<b>19</b>	<b>18.00</b>	<b>94.7%</b>	<b>20</b>	<b>19.64</b>	<b>98.2%</b>		<b>17.74</b>		<b>19.80</b>	
<b>DISTRICT SPECIAL ED TRANS/VOC MM</b>	<b>14</b>	<b>14.00</b>	<b>100.0%</b>	<b>13</b>	<b>12.14</b>	<b>100.0%</b>		<b>14.91</b>		<b>13.38</b>	
<b>ALTERNATIVE EDUCATION</b>											
Delta Continuation	275	170.84	60.4%	299	240.61	79.6%		178.72		240.27	
Delta 12+	0	0.00	0.0%	0	0.00	0.0%		0.66		0.00	
Delta Independent Study	63	52.26	76.3%	29	21.14	73.6%		48.82		20.54	
Delta Independent Study 12+	4	2.71	65.4%	0	0.00	0.0%		4.65		0.77	
Delta Independent Study Spec Ed	0	0.08	23.3%	0	0.00	0.0%		0.01		0.00	
DHS Home and Hospital Reg Ed	0	0.00	0.0%	0	0.00	0.0%		0.00		0.00	
Reach Program--ERHS	18	10.00	59.6%	5	4.29	85.7%		5.34		4.59	
Reach Program--DHS	0	0.00	0.0%	0	0.00	0.0%		0.00		0.00	
Reach Program--SMHS	0	0.00	0.0%	16	10.29	65.8%		0.00		3.07	
Reach Program--PVHS	19	17.71	99.6%	26	13.71	49.6%		9.04		8.70	
Home School @ Library Program	13	9.86	75.8%	0	0.00	0.0%		9.34		0.00	
Delta HS I.S. Program P	0	0.00	0.0%	2	2.86	74.1%		0.40		3.94	
<b>TOTAL ALTERNATIVE EDUCATION</b>	<b>392</b>	<b>263.46</b>	<b>67.2%</b>	<b>377</b>	<b>292.88</b>	<b>77.7%</b>		<b>256.98</b>		<b>281.87</b>	
<b>TOTAL HIGH SCHOOL DISTRICT</b>	<b>9014</b>	<b>8397.01</b>	<b>93.2%</b>	<b>8993</b>	<b>8383.81</b>	<b>93.2%</b>	<b>91.2%</b>	<b>8424.73</b>	<b>92.2%</b>	<b>8526.63</b>	

June 6, 2023

CLASSIFIED PERSONNEL ACTIONS						
Name	Action	Assignment	Site	Effective	Pay Rate	Hours
	Change in Assignment	Maintenance Worker I	RHS to PVHS	6/12/23	21/C	8
	Retire	Guidance Technician	PVHS	6/14/23	22/E	8
	Promote	English Learner Student Data Specialist	LC	6/8/23	22/A	8
	Resign	Health Technician	SMHS	5/19/23	20/A	7.5
	LWOP (extended)	Instructional Assistant-Bilingual	SMHS	6/1/23-6/7/23	13/E	6.5
	Promote	Accounting Assistant II	DO	6/12/23	17/A	8
	Change in Assignment	Food Service Worker I	RHS	5/16/23	9/E	4.5 to 5.5
	LWOP (extended)	Food Service Worker I	RHS	5/8/23-6/5/23	9/E	4
	Employ	Campus Security Assistant II	PVHS	5/10/23	17/A	6
	Retire	Administrative Assistant II - School Site	PVHS	6/30/23	24/E	8
	Resign	Instructional Assistant-Spec Ed I	SMHS	6/7/23	13/B	5.5
	Retire	Plant Manager	DO	8/7/23	M/3	8
	Resign	Health Technician	RHS	5/25/23	20/B	7.5
	Change in Assignment	Campus Security Assistant II	SMHS	6/1/23	17/D	6 to 7.5
	Employ	Facilities Planner	DO	5/17/23	M/1	8
	Resign	Instructional Assistant-Spec Ed I	SMHS	5/26/23	13/E	5.5
	Resign	Crisis Intervention Consultant	RHS	6/2/23	24/E	8
	Resign	Instructional Assistant-Spec Ed I	SMHS	6/7/23	13/E	5.5
	Change in Assignment	Instructional Assistant-Spec Ed II	SMHS to PVHS	5/10/23	15/B	6
	Leave Without Pay	Instructional Assistant-Spec Ed I	RHS	5/15/23-6/7/23	13/E	4
	Promote	School Support Secretary	SMHS	5/22/23	16/A	8
	Resign	Computer Network Technician II	DO	5/11/23	30/C	8
	Resign	Instructional Assistant-Spec Ed I	PVHS	5/4/23	13/C	5.5

CERTIFICATED PERSONNEL ACTIONS						
Name	Action	Assignment	Site	Effective	Salary	FTE
	Employ/Prob 1	English	PVHS	2023-24	1/II	1.0
	Resign	Special Education	PVHS	6/8/23	5/IV	1.0
	Employ/Temp	Extended Learning Opportunity/PE	SMHS	2023-24	1/V	1.0
	Employ/Prob 1	Math	RHS	2023-24	1/II	1.0
	Employ/Prob 1	English	RHS	2023-24	11/V	1.0
	Employ/Temp	English	PVHS	2023-24	2/II	1.0
	Employ/Prob 1	Social Science/EGS	SMHS	2023-24	4/V	1.0
	Change in Assignment	Extended Learning Opportunity	RHS	2023-24	16/V	1.0
	Employ/Prob 1	Speech Language Pathologist	SMHS	2023-24	9/IV+10%	1.0
	Employ/Prob 1	VPA	SMHS	2023-24	1/III	1.0
	Change in Assignment	Social Science/TOSA	RHS	2023-24	11/V	0.2

June 6, 2023

CERTIFICATED PERSONNEL ACTIONS						
Name	Action	Assignment	Site	Effective	Salary	FTE
	Employ/Prob 1	Special Education	RHS	2023-24	1/V	1.0
	Employ	Multilingual/Migrant Education Director	LC	2023-24	14/1	1.0
	Employ/Prob 1	Special Education	RHS	2023-24	5/V	1.0
	Employ/Prob 1	VPA	SMHS	2023-24	1/III	1.0
	Change in Assignment	Int'l Language/TOSA	PVHS	2023-24	5/V	0.2
	Transfer	Social Science	SMHS>PVHS	2023-24	12/V	1.0
	Employ/Prob 1	School Psychologist	SMHS	2023-24	9/V+10%	1.0
	Change in Status/Prob 0	Special Education	PVHS	2023-24	3/I	1.0
	Resign	Math	PVHS	6/8/23	21/V	1.0
	Column Advance	Res/Comm Construction	CTE	2023-24	13/II	1.2
	Change in Assignment	Math/TOSA	RHS	2023-24	13/IV	1.0
	Change in Assignment	District Math TOSA	District	2023-24	15/V	1.0
	Employ/Prob 0	Special Education	PVHS	2023-24	4/III	1.0
	Employ/Temp	Extended Learning Opportunity	PVHS	2023-24	6/IV	1.0
	Employ	Special Education Program Specialist	District	7/1/23	26/A1	1.0
	Employ/Prob 1	Science	SMHS	2023-24	7/IV	1.0
	Employ/Prob 1	Special Education	PVHS	2023-24	5/V	1.0
	Employ/Prob 1	Speech Language Pathologist	RHS	2023-24	19/V+10%	1.0
	Employ/Prob 1	Networking/Cyber Security	CTE	2023-24	4/IV	1.2
	Employ/Temp	Extended Learning Opportunity/English	SMHS	2023-24	2/IV	1.0
	Employ/Prob 1	Special Education	SMHS	2023-24	7/IV	1.0
	Change in Assignment	Intro to Career Life	PVHS	2023-24	3/IV	1.0
	Increase TOSA FTE	Social Science/TOSA	PVHS	2023-24	16/V	0.4
	Status Change/Prob 2	Math	SMHS	2023-24	3/III	1.0
	Employ/Prob 1	Special Education	RHS	2023-24	8/IV	1.0
	Employ/Prob 1	Science	SMHS	2023-24	1/IV	1.0
	Employ/Prob 1	Special Education	SMHS	2023-24	1/IV	1.0
	Employ/Prob 1	Math	RHS	2023-24	3/V	1.0
	Change in Assignment	Assistant Principal	SMHS	2023-24	16/1	1.0
	Employ/Prob 1	School Psychologist	PVHS	2023-24	12/V+10%	1.0
	Increase TOSA FTE	English/TOSA	RHS	2023-24	28/V	1.0
	Employ/Prob 2	Agriculture	PVHS	2023-24	2/IV	1.0
	Involuntary Transfer	Special Education Coordinator	SMHS	2023-34	12/V	1.0
	Employ/Prob 1	Special Education	SMHS	2023-24	5/IV	1.0
	Employ/Temp	Special Education	SMHS	2023-24	1/I	1.0
	Employ/Prob 1	School Psychologist	RHS	2023-24	9/V+10%	1.0
	Status Change/Prob 2	Special Education	SMHS	2023-24	3/V	1.0
	Employ/Prob 1	Counselor	RHS	2023-24	1/IV	1.0

June 6, 2023

CERTIFICATED PERSONNEL ACTIONS						
Name	Action	Assignment	Site	Effective	Salary	FTE
	Status Change/Prob 2	Special Education	SMHS	2023-24	3/IV	1.0
	Change in Assignment	District English TOSA	District	2023-24	5/V	1.0
	Employ/Prob 1	Speech Language Pathologist	PVHS	2023-24	10/V+10%	1.0
	Change in Assignment	Int'l Language/TOSA	RHS	2023-24	21/V	0.2
	Revised Date-Resign	Assistant Principal	SMHS	5/12/23	16/2	1.0
	Increase TOSA FTE	Math/TOSA	PVHS	2023-24	24/V	0.8
	Employ/Prob 1	Counselor	RHS	2023-24	2/V	1.0
	Employ/Prob 0	Science	RHS	2023-24	3/II	1.0
	Status Change/Prob 0	Extended Learning Opportunity	PVHS	2023-24	2/II	1.0
COACHING PERSONNEL ACTIONS						
Name	Action	Assignment	Site	Effective	District	Employee Type
	Double Sport Stipend	Coaching	PVHS	2022-2023	\$500	CERT.
	Double Sport Stipend	Coaching	PVHS	2022-2023	\$500	CERT.
	Double Sport Stipend	Coaching	SMHS	2022-2023	\$500	CLASS.
	Double Sport Stipend	Coaching	RHS	2022-2023	\$500	CERT.
	Double Sport Stipend	Coaching	PVHS	2022-2023	\$500	CLASS.
	Double Sport Stipend	Coaching	SMHS	2022-2023	\$500	CERT.
	Double Sport Stipend	Coaching	PVHS	2022-2023	\$500	CERT.
	Double Sport Stipend	Coaching	PVHS	2022-2023	\$500	CERT.
	Double Sport Stipend	Coaching	PVHS	2022-2023	\$500	CERT.
	Double Sport Stipend	Coaching	PVHS	2022-2023	\$500	CERT.
	Double Sport Stipend	Coaching	SMHS	2022-2023	\$500	CERT.
	Double Sport Stipend	Coaching	PVHS	2022-2023	\$500	CERT.
	Double Sport Stipend	Coaching	RHS	2022-2023	\$500	CERT.
	Double Sport Stipend	Coaching	PVHS	2022-2023	\$500	CERT.
	Double Sport Stipend	Coaching	PVHS	2022-2023	\$500	CERT.
	Double Sport Stipend	Coaching	RHS	2022-2023	\$500	CERT.
	Double Sport Stipend	Coaching	RHS	2022-2023	\$500	CERT.
	Double Sport Stipend	Coaching	PVHS	2022-2023	\$500	CERT.
	Double Sport Stipend	Coaching	PVHS	2022-2023	\$500	CERT.
	Double Sport Stipend	Coaching	PVHS	2022-2023	\$500	CERT.
	Double Sport Stipend	Coaching	PVHS	2022-2023	\$500	CERT.
	Double Sport Stipend	Coaching	PVHS	2022-2023	\$500	CERT.
	Double Sport Stipend	Coaching	SMHS	2022-2023	\$500	CLASS.
	Double Sport Stipend	Coaching	SMHS	2022-2023	\$500	CLASS.
	Double Sport Stipend	Coaching	RHS	2022-2023	\$500	CERT.
	Double Sport Stipend	Coaching	RHS	2022-2023	\$500	CERT.
	Double Sport Stipend	Coaching	SMHS	2022-2023	\$500	CERT.
	Double Sport Stipend	Coaching	RHS	2022-2023	\$500	CERT.
	Double Sport Stipend	Coaching	SMHS	2022-2023	\$500	Non-Repres.

<b>COACHING PERSONNEL ACTIONS</b>						
<b>Name</b>	<b>Action</b>	<b>Assignment</b>	<b>Site</b>	<b>Effective</b>	<b>District</b>	<b>ASB/Booster</b>
	Double Sport Stipend	Coaching	SMHS	2022-2023	\$500	CLASS.
	Double Sport Stipend	Coaching	PVHS	2022-2023	\$500	CERT.
	Double Sport Stipend	Coaching	PVHS	2022-2023	\$500	CERT.
	Double Sport Stipend	Coaching	PVHS	2022-2023	\$500	CERT.
	Double Sport Stipend	Coaching	PVHS	2022-2023	\$500	CERT.
	Double Sport Stipend	Coaching	SMHS	2022-2023	\$500	CERT.
	Double Sport Stipend	Coaching	PVHS	2022-2023	\$500	CLASS.
	Double Sport Stipend	Coaching	RHS	2022-2023	\$500	CERT.
	Double Sport Stipend	Coaching	SMHS	2022-2023	\$500	CLASS.
	Double Sport Stipend	Coaching	RHS	2022-2023	\$500	CERT.
	Double Sport Stipend	Coaching	SMHS	2022-2023	\$500	CLASS.
	Double Sport Stipend	Coaching	RHS	2022-2023	\$500	CERT.



## Appendix B

# SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT FACILITIES REPORT

May 2023

## 1. Santa Maria High School Construction Projects

### SMHS Reconstruction – Rachlin Partners

- Increment 1, Phase 1 - 50 Classroom and Administration Building: Installation activities this period include security, communications, fire-life safety systems, finish work (data, electrical, plumbing), interior touch up painting, plumbing fixtures, cabinets, casework, landscaping, irrigation, carpeting, vinyl flooring, elevator finish, cleaning, system(s) testing, exterior lights, concrete curbs, drives, asphalt, and exterior shade panels. Change order work being processed includes third floor bridge safety enhancements, power and data additions for the relocated sewing program, relocation of a washer and dryer, added power drops in the Culinary Arts kitchen, and various data and power drop additions to support additional workstations. Purchasing staff proceeded with office furniture orders. The mobile file system is proceeding but the installation is now estimated to occur in July. Cracked restroom tiles at multiple locations remains under evaluation by the project team. Punch list reviews have been completed on the interior with corrective work underway. Classroom furniture arrived in early May. Substantial completion remains targeted for June 2023. [\(Photos\)](#)
- Increment 2, Phase (To Be Determined) - Administration Building Conversion to Classrooms: The architect continues reviewing value engineering opportunities and project scope to meet the DSA 50% rule requirements.
- Increment 1, Phase 1 – New Softball Field: A cost proposal from Vernon Edwards Constructors continues under review by the project team. Additional information and bids for key sub trades for comparison were requested. If approved, the change order cost will be presented to the Board at the June 6, 2023, meeting.

### SMHS 2022 Six Portable Classrooms – Rachlin Partners

- All work is complete and DSA approval has been received. Final payment is in process. This project is closed.

### SMHS 2022 Building 240 Electrical Upgrade – Ravatt-Albrecht Architects

- Work remains scheduled for completion by District M&O staff during summer 2023.

### SMHS Irrigation Well – Facilities and Logistics

- A proposal for geologic consultant services to support development of a new irrigation well has been received and is under staff review.

## 2. Ernest Righetti High School Construction Projects

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

- Final contract closeout documentation and payment activities continue.

### **ERHS Phase 2 Improvements – Rachlin Partners**

- Final contract closeout documentation and payment activities continue.

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

- The completion of the drinking fountain modification is pending receipt of replacement parts. Final retention release will occur upon verification of all work.

### **ERHS Hillside Erosion Control Curbing and Fencing – Flowers and Associates**

- Work related to fencing, curbing, and sections of drainage for future tie in to work planned for summer 2024 was incorporated in the Eastside Parking Renovation. Remaining design work related to necessary underground piping, recontouring, and striping from the southeast parking lot to the east lot boundary will continue under this title with construction work to occur during the summer of 2024.

### **ERHS Eastside Parking Renovation – Flowers and Associates**

- Prior to bid time it was decided to combine ERHS and SMHS paving maintenance work into one project titled ERHS and SMHS 2023 Pavement Maintenance which will be tracked under the District Wide section. This item will be closed.

### **ERHS New Softball Field – PBK Architects**

- Legal counsel is reviewing the schematic designs approved by administration.

### **ERHS Boys and Girls Locker Room Modification – PBK Architects**

- Legal counsel is reviewing the schematic designs approved by administration.

## 3. Pioneer Valley High School Construction Projects

### **PVHS 3 New Modular Classrooms and One Restroom – Rachlin Partners**

- Modular building sections were set in place on May 11, 2023. Building sealing and interior construction are underway. Work remains targeted for completion on July 21, 2023.  
[\(Photos\)](#)

### **PVHS 10 Portable Classrooms Installation – Rachlin Partners**

- Bid results were presented to the board at the May 9, 2023, meeting. DSA approval was received May 22, 2023. A Notice of Award and contract package was issued that same day. Access to the site is tentatively scheduled for June 1, 2023.

#### **4. Mark Richardson Career Technical Education Center & Agriculture Farm**

##### **MRCTEAF New Maintenance and Operation Building – 19 six Architects**

- The architect provided revised layouts which are under review by staff. The project schedule will be developed upon final approval of layouts.

##### **MRCTEAF Well Installation – Facilities and Logistics**

- Contract documents are complete. Site work started May 22, 2023, with the installation of an access road. Work is anticipated to complete the first week of July 2023.

##### **MRCTEAF Front Office Space Design– 19 six Architects**

- The job preconstruction meeting was held May 24, 2023. Construction remains targeted to commence June 12, 2023, and complete July 27, 2023.

#### **5. District Wide and Support Services Center**

##### **District Wide Project Closeout – Facilities and Logistics**

- Closeout of legacy projects continues:
  - SMHS #03-103743 Wilson Gymnasium Renovation: A visit by the consultant, architect, and DSA inspector regarding destructive testing to review roof anchors is now tentatively scheduled for mid-June.

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

- Work occurring this period includes rough in plumbing, electrical, and data, drywall, doors, suspended ceiling, lighting, painting, finish electrical, data, and plumbing, and restroom tile installations. The work is now anticipated to be complete by mid-June due to back ordered heating and ventilation controls. [\(Photos\)](#)

##### **Arc Flash Safety Assessment – Maintenance and Operations**

- Review of gathered data is ongoing. ERHS remains targeted for assessment in summer of 2023.

##### **SMHS & ERHS CTE Funded Project – Rachlin Partners**

- ERHS project mobilization began May 17, 2023. CTE classes have moved to temporary classrooms. Equipment and supplies have been relocated to temporary holding areas. SMHS project mobilization is expected to commence June 5, 2023.

##### **ERHS & SMHS 2023 Pavement Maintenance – Rachlin Partners**

- A Notice to Bidders was issued May 5, 2023, with bids received May 25, 2023. The results of the bid are expected to be reviewed at the June 6, 2023, Board meeting. If approved, work is scheduled to commence June 24, 2023, and conclude August 3, 2023.

Gary Wuitschick  
Director – Facilities and Logistics

## Maintenance & Operations

### SMHS

- Refreshed planter area of the Math Building. Removed soil and placed mulch.
- Prepared baseball and softball fields for games: painted baselines, groomed infield, cleaned dugouts.
- Performed continued after-lunch debris clean-up and exterior campus perimeter debris clean-up.
- Performed gopher control maneuvers.
- Performed weekly routine landscape maintenance and trash collection. (Photos)
- Inspected, repaired, and replaced exterior lighting campus wide as needed.
- Installed protective panels on cafeteria walls to prevent damage during table storage.
- Removed a small, abandoned building near Agriculture Science Building for a new food service location.
- Replaced the HVAC blower motor and assembly for room 520.
- Performed weekly test operation of four ADA chair lifts and one passenger elevator, monthly inspection of emergency safety systems: AEDs, emergency eyewashes and showers, and emergency lights.
- Provided support of school event and civic center use activities: Reality Fair Dinner, AP Exams, Saint of the Season Luncheon, Letting Go 12<sup>th</sup> grade meeting, Parent Advisory Committee, Senior Decision Day, Mental Health Parent Meeting, 10<sup>th</sup> Grade Spring Parent meeting, Sophomore and Junior A-G Requirements Recognition, Mental Health Awareness Week, Drug Prevention and Fentanyl presentations, retirees luncheon, Alpine Club trip preparation, Saints Band Spring Concert, FFA meeting, Cap and Gown distribution, FBLA banquet, boys' soccer CIF celebration, boys volleyball, CPR and First Aid Training.
- Routine work hours – 67
- Total work orders completed - 195
- Event setup hours – 238

Tyson Ellis  
Plant Manager

### PVHS

- Set up four fields for baseball and softball games. (Photo)
- Transported fifty tables from the Support Services Center to the gymnasium for Advanced Placement testing.
- Placed decomposed granite at the baseball field in the bleacher area to level the walking surface.
- Opened a section of fence on the basketball courts to provide crane access for the modular building installation.
- Completed irrigation and planting around the new panther statue in the stadium. (Photo)
- Cleared two drain lines in the 400 north boys' restroom. Students are flushing paper towels in the toilets.
- Wired a new electric motor and controller for an Agriculture Science animal treadmill.
- Removed built-in welcome desks in the west side of the Administration Building for new work stations.
- Replaced the limestone acid neutralizer in the chemical traps of several science classrooms: nine per classroom.
- Assembled fifteen weight sleds for the athletic department.
- Replaced the washing machine in the maintenance shop; used for cleaning microfiber cloths and mopheads.
- Provided support of school event and civic center use activities: AP testing in the library and gymnasium, AVID 2023 college signing day, ESS parent meeting, SB Scholarship presentations, Future Panther night, Hearing testing, PSAT testing at Edwards gym, FFA meeting in the PAC, cookie dough distribution, Hancock College signing day, Senior UC Success night, Fentanyl presentation, SM Philharmonic rehearsal, Athletic signing party, and boys' volleyball tournament. (Photo)
- Preventive work order hours – 2 (includes 0 CTE)
- Routine work hours – 400 (includes 56 CTE)
- Total work orders completed – 334 (includes 22 CTE)
- Event setup hours – 63 (includes 0 CTE)

Dan Mather  
Plant Manager

## REGULAR MEETING

June 6, 2023

### ERHS

- Performed gopher control maneuvers and weed abatement at ERHS/DHS.
- Poured concrete pads and installed gate operators at the 100 Building and 600 portable classroom gate.
- Prepared baseball and softball fields for games.
- Prepared soccer field lines at DHS for intramural sports.
- Cleaned exterior campus windows. (Photo)
- Moved classroom equipment and furniture following Modernization Phase V and CTE Modernization startup.
- Upgraded exterior lighting at gymnasium to LED.
- Began repainting exterior lower wall spandrel panels (porcelain laminate) throughout the campus.
- Repaired plumbing: 800 Building plugged main drain line; gymnasium foyer girls' restroom drain line. Students are flushing paper towels in the toilets.
- Installed decorative decals on the windows in the library following Modernization.
- Began installation of security cameras at the new Maintenance Shop. (Photo)
- Completed monthly inspection of AEDs, emergency lighting, emergency showers and eye washes.
- Performed monthly fire alarm test and fire extinguisher inspections,
- Outfitted Modernized classrooms with towel dispensers, trashcans, flags, and emergency information packets.
- Installed new stoves, commercial refrigerator, freezer, dishwasher, and microwave ovens in the newly Modernized Foods Lab.
- Rekeyed the new doors installed in Phase V modernization, breakout rooms in library, and the testing room.
- Assembled new Food Lab worktables.
- Completed HVAC preventive maintenance in the 100 and 400 Buildings. Diagnosed and repaired an HVAC problem in portable classroom 603.
- Installed a plaque for a Board member tree dedication. (Photo)
- Provided support of school event and civic center use activities: Cal Poly Upward Bound, AP Testing, Junior Parent Night, International Languages Taco Truck Day, PTSA, EAOP UC Success night, CSEA Meeting, AVANT Testing, Student Appreciation Lunch, NHS Rummage Sale, SAT Testing, Spring Club Day, Jostens Cap and Gown Distribution, FFA Lunch Social, FACTS Club, Film Festival, Murder Mystery Dinner, Animal Showcase, FFA monthly meeting, Cheer Parent meeting, football meeting, girls' soccer banquet, Volleyball, wrestling tournament, swim meet, athletic signing day, and Taco Tuesday Staff Appreciation at DHS.
- Preventive work order hours – 6 (includes 0 DHS)
- Routine work order hours – 73 (includes 3 DHS)
- Total work orders completed – 160 (includes 60 DHS)
- Event setup hours – 192 (includes 0 DHS)

Danny Sheridan  
Plant Manager

### Graffiti & Vandalism

- |        |          |  |
|--------|----------|--|
| • DHS  | \$ 0     |  |
| • ERHS | \$ 40    |  |
| • SMHS | \$ 2,700 | Cyclone fencing cut to gain access to campus after hours |
| • PVHS | \$ 50    |  |

Reese Thompson  
Director – Maintenance, Operations, and Transportation

**Photo Gallery – Major Projects**



**SMHS 50-Classroom Building – Forming Curbs and Gutters for the Parking Lot**



**SMHS 50-Classroom Building – Paving Morrison Street Parking Lot**



**SMHS 50-Classroom Building – Construction Team Checking Punch-list Items**



**SMHS 50-Classroom Building – Preparing to Pour Concrete Walkways**



**PVHS New Modular Classrooms – Concrete Slurry is poured to Prevent Weeds and Gopher Activity Under the Buildings**



**PVHS New Modular Classrooms – Antonio Garcia Observing the Building Section Crane Operation as another Section Rolls in.**





**PVHS New Modular Classrooms – 140-Ton Crane Lifts the Building Sections and Sets them on the Foundation**



**SSC Second Story Reconfiguration – Electrical Installation in Progress**



**SSC Second Story Reconfiguration – Lighting, Ceiling Tiles, and Carpet are Installed**

## Photo Gallery – Maintenance & Operations



**SMHS – Nick Canaan Operates the New Electric Mower for Weekly Lawn Care**



**SMHS – Yadirra Zuniga Uses the Harper Hawk to Collect High Volume After-lunch Trash**



**PVHS – Grounds Crew Cutting Baselines at the Varsity Softball Field**



**PVHS – José Gamino Completes the Planting around the New Panther Statue in the Stadium**



**PVHS – M & O Crew Sets up One of Many Year-end Events in the Library**



**ERHS – David Velasco Cleans Windows at Industrial Arts**



**ERHS – Del Ward Begins Security Camera Installation at the Maintenance Shop**



**ERHS – Antonio Garcia and Carol Karamitsos Speak During the Plaque and Tree Dedication**

**REGULAR MEETING**  
**June 6, 2023**

## **APPENDIX C**

**Santa Barbara County Special Education  
Local Planning Area (SELPA) 2023-2024 Local Plan**

**Presentation &  
Section B: Governance & Administration**

# Local Plan for Special Education



## An Overview for LEA Board Presentations

May/June 2023



# Background

All SELPAs in the state of CA are required to submit a ***Local Plan*** to CDE for approval (revisions to Assembly Bill 1808) by June 30, 2023.

✦ The purpose of the plan is to: 1) assure access to special education and related services for all individuals with exceptional needs residing within the geographic areas served by the plan; and 2) to assure compliance with all federal and state codes and statutes

✦ The plan may be for a single district if of sufficient size and scope, include multiple districts, or include multiple districts and the county office of education

# Development and Amendment



## Process

# Amendments to the Plan

- ◆ The plan for special education shall be updated cooperatively by a committee of representatives of special and general education teachers and administrators selected by the groups they represent and with participation by parent members of the CAC, or parents selected by the CAC
- ◆ The plan can be amended at any time a change is deemed necessary
  - ◆ New legislation or court decisions
  - ◆ Findings of noncompliance by CDE
  - ◆ Change in SELPA's membership, governance, or any other element of the plan

# Approval Process

For approval of the developed or amended local plan, the Santa Barbara County SELPA must:

1. Seek approval of the plan from the SELPA governing body;
2. Obtain signatures from the AU and County Office superintendents;
3. Obtain signatures from the CAC chairperson;
4. Submit the plan to each participating LEA in SB County for governing board approval; and
5. Submit the plan to CDE for final approval by ***June 30, 2023***.

Single District Board  
Approval, County  
Superintendent and CAC.

# The Big Reveal

## Local Plan Template Contents

- ◆ **Section A:** Contacts and Certifications
- ◆ **Section A:** Certification 1: Local Plan Section B: Governance and Administration
- ◆ **Certification 3:** County Superintendent
- ◆ **Certification 4:** Community Advisory Committee
- ◆ **Certification 5:** Participation Local Education Agency
- ◆ **Section B:** Governance and Administration
- ◆ **Attachments (I)**

**LOCAL PLAN**  
**Section B: Governance and Administration**  
**SPECIAL EDUCATION LOCAL PLAN AREA**



California Department of Education  
Special Education Division

SELPA

Fiscal Year

## B. Governance and Administration

California *Education Code (EC)* sections 56195 et seq. and 56205

### Participating Local Educational Agencies

Participating local educational agencies (LEAs) included in the Special Education Local Plan Area (SELPA) local plan must be identified in Attachment I.

### Special Education Local Plan Area—Local Plan Requirements

1. Describe the geographic service area covered by the local plan: [*EC 56195.1(d); EC 56195.1(a)(1); EC 56211; EC 56212*]

The Santa Barbara County Special Education Local Plan Area, SBCSELPA, is a group of 20 school districts, four charter schools that are their own LEA for the purposes of special education and the County Education Office that have joined together to provide Special Education programs and services. All 25 of the LEA's located in our county have boundaries as far north as Santa Maria, as far west as Lompoc, as far east as Cuyama, and as far south as Carpinteria. San Luis Obispo County SELPA is to the north of SBCSELPA. Ventura County SELPA is to the south of SBCSELPA. And Kern County SELPA is to the east of SBCSELPA.

The SBCSELPA office is located at 5385 Hollister Avenue, Building 5, Santa Barbara, California. The office is staffed by an Executive Director, Coordinator, Board Certified Behavior Analysts (BCBA)/Behavior Specialists (as per LEA/district requests), an Office Manager, a Secretary, Mental Health Specialist(s), Clerical Assistant, Part-time Educational Audiologist and School Psychologist, and an Accountant/Business Official. The SBCSELPA is the regional administrative office which ensures equal access to special education services to students with disabilities.

2. Describe the SELPA regional governance and administrative structure of the local plan. Clearly define the roles and structure of a multi-LEA governing body, or single LEA administration as applicable: [*EC 56195.1(b)(1)-(3)(c); EC 56205(a)(12)*]

#### **SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA GOVERNANCE STRUCTURE**

The SBCSELPA is organized as a Joint Powers Agency(JPA) which is technically an independent governmental agency. The governance of the JPA is described in detail in the Joint Powers Agreement.

#### **WHAT ARE THE RESPONSIBILITIES OF THE SBCSELPA?**

SELPA Santa Barbara County

Fiscal Year 2023-24

The responsibilities include planning for allocation of funds received by the SBCSELPA to provide staff for the special education programs and services operated by the participating districts and the County Education Office. Funds for staff development, low incidence services and equipment, and program specialists are allocated by the SBCSELPA for services in the districts. Regionalized Services funds support the SBCSELPA office. The office reports data to the California Department of Education, such as the December Special Education Pupil Count and June Pupil Data Report. The SBCSELPA is responsible for policy development, nonpublic school placements of district students as appropriate, allocation and reimbursement of funding for dispute resolution/due process, governance of participating LEAs adherence to SBCSELPA policies and procedures and oversight of interagency agreements with agencies such as Tri-Counties Regional Center and California Children Services.

The SBCSELPA Executive Director meets with a committee comprised of the special education administrators and business officials from districts in SBCSELPA on an as-needed basis. The meeting agendas focus on utilization of available resources, processes and procedures for identification and placement of children with disabilities, and cooperation to ensure that all children receive their appropriate and necessary services.

The SBCSELPA Executive Director reports on a monthly basis during the school year to the JPA Board. The Joint Powers Agency Board is the decision-making body for the SBCSELPA and derives its power from the statutes of the State of California and from a Joint Powers Agreement approved by all school districts in the county. It is the policy of the Board to encourage public participation in the Board's activities in order to fully promote communication with interested persons and entities in the county.

All meetings of the Board are public and accessible to the disabled. Deliberations of the Board, except for those appropriate for closed sessions, shall be conducted openly and all actions taken in public session.

The following is a summary of the organizational structure of the JPA as defined in the Joint Exercise of Powers Agreement:

***Santa Barbara County SELPA JPA Board***

The Santa Barbara County SELPA JPA Board is the decision making body for the JPA.

- Membership - 8 Members (Superintendents from Santa Barbara County LEA's)
- 2 Nondirect Service Districts - North
- 2 Nondirect Service Districts - South
- 1 Direct Service District
- 1 Nondirect Service District, Santa Ynez Valley Special Education Consortium
- 1 County Superintendent
- 1 9-12<sup>th</sup> Grade High School District



SELPA Santa Barbara County

Fiscal Year 2023-24

Meetings Monthly (unless agreed upon otherwise by the Board)  
Chairperson Elected by Board  
Secretary SBCSELPA Executive Director  
Quorum Majority of voting membership

The Superintendents from each of the districts in the county provides advice and direction to the Joint Powers Board.

***Community Advisory Committee***

The Community Advisory Committee of the Santa Barbara County SELPA is a committee composed of parents of special education children, parents of regular education children, special education and regular education certificated staff, and other representatives from local agencies. The meetings help keep members informed regarding current programs and legislation, and facilitate closer communication and better understanding of mutual goals of school administrators, faculty, parents and community. While the Community Advisory Committee is composed of specially appointed members, all meetings are open to everyone interested, and the Community Advisory Committee encourages parents to attend CAC meetings.

The primary role of the Santa Barbara County SELPA Community Advisory Committee is to represent the needs and concerns of parents, school personnel and community agencies regarding services for individuals with exceptional needs to the JPA Board. The CAC meetings shall comply with all provisions of the Brown Act. (Government Code Sections 54950 and following).

The SBCSELPA Executive Director may establish committees and task forces when he or she determines, in his or her sole discretion, that he or she could benefit from the input or assistance of committees or task forces relating to a particular subject or subjects. The following are the types of subjects for which the SBCSELPA Executive Director may establish committees and task forces. The following are the types of committees and task forces the SBCSELPA Executive Director may convene:

Technical analysis and input to the JPA Board and the operation of the special education programs and services available in the SBCSELPA; financial review and analysis needed for the operation of the special education programs;

- Transition services;
- Autism services and certification;
- Interagency transition services;
- Crisis prevention;
- Policies and procedures;
- Legal services and fees;

SELPA Santa Barbara County

Fiscal Year 2023-24

Parent trainings;  
SELPA forms;  
Rtl;  
Professional development;  
Behavior intervention case management; and  
Resource specialist assessments.

***Task Forces and Committees***

The following are the established committees:

*Interagency Agreement Committees*

- County Mental Health
- California Children Services
- Department of Rehabilitation
- Head Start
- Tri-Counties Regional Center

**JOINT EXERCISE OF POWERS AGREEMENT  
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA**

The parties listed in Section 1 below mutually agree and promise as set forth in this Joint Powers Agreement:

**1. PARTIES**

The Boards of Education of:

- Adelante Charter School
- Ballard School District
- Blochman Union School District
- Buellton Union School District
- Carpinteria Unified School District
- Cold Spring School District
- College School District
- Cuyama Joint Union School District
- Family Partnership Charter School
- Goleta Union School District
- Guadalupe Union School District
- Hope School District
- Lompoc Unified School District
- Los Olivos School District
- Manzanita Public Charter School
- Montecito Union School District
- Orcutt Union School District

SELPA Santa Barbara County

Fiscal Year 2023-24

Santa Barbara Charter School  
Santa Barbara Unified School District  
Santa Maria Joint Union High School District  
Santa Maria-Bonita School District  
Santa Ynez Valley Union High School District  
Solvang School District  
Vista Del Mar Union School District  
Santa Barbara County Education Office

**2. PURPOSE**

The purpose of this agreement is to provide for the creation of the Santa Barbara County Special Education Local Plan Area (SBCSELPA), an agency which is separate from the parties to this Agreement. This agency shall designate an Administrative Unit to provide fiscal services for the SBCSELPA.

**3. AUTHORITY**

This agreement is entered into pursuant to Education Code Section 56195.1(c) and Government Code Section 6500 and following, relating to the joint exercise of powers between public educational agencies identified herein and also those that may hereafter be accepted for membership herein.

**4. ADMINISTRATION AND GOVERNANCE**

a. The parties hereto hereby create the Santa Barbara County Special Education Local Plan Area (hereinafter SBCSELPA), which will be a separate public agency responsible for administering this agreement and the Local Plan.

b. The SBCSELPA shall be governed by the SBCSELPA JPA Board, which shall be comprised of eight voting members. The Board shall be comprised of the County Superintendent of Schools and superintendents of districts in Santa Barbara County and selected as follows:

Five members from non-direct service districts shall be selected by the consensus of the LEA Superintendents, with two members representing non-direct service districts in south Santa Barbara County; two members representing non-direct service districts in North Santa Barbara County; and one member representing non-direct service districts in the Santa Ynez Valley Special Education Consortium.

One member from direct service districts shall be selected by the Superintendents' Council, representing direct service districts in both North and South Santa Barbara County. One member from 9-12<sup>th</sup> grade high school districts shall be selected by the Superintendents' Council.

The County Superintendent of Schools shall continuously serve as an eighth member of the Board.

c. All district superintendent appointments to the Board shall be for two-year terms. Appointments to the Board shall expire on June 30.

d. Each voting member of the Board shall take and execute the oath of office prior to

SELPA Santa Barbara County

Fiscal Year 2023-24

exercising any duties hereunder.

e. The Board shall annually elect a Chairperson, Vice-Chairperson and Clerk from its voting members. The SBCSELPA Executive Director shall serve as Secretary to the Board. The Chairperson and Vice-Chairperson shall serve at the pleasure of the Board until a successor is elected.

f. The Board shall develop and adopt bylaws which may be amended from time to time.

g. Regular meetings shall be held as determined by the Board and set forth in its bylaws. Such meetings shall comply with all provisions of the Brown Act. (Government Code Sections 54950 and following) and provisions of the Education Code regarding school district governing board meetings (Education Code Sections 35140 and following). A majority of the voting membership of the Board shall constitute a quorum and a majority of the voting membership shall be necessary for action to be taken. Vacant positions shall be counted as part of the membership when determining whether a majority exists. If a member of the Board misses three consecutive board meetings, the District Superintendent's may opt to remove the Board member. When a member of the Board resigns, is removed, or otherwise vacates membership on the Board, a replacement member shall be appointed by consensus of the LEA Superintendents as prescribed in Section 4 of this agreement.

h. The fiscal year of the SBCSELPA shall run from July 1 through June 30.

#### **5. AUDITING AND ACCOUNTING SERVICE**

The Auditor/Controller of Santa Barbara County, the Santa Barbara County Superintendent of Schools and the Treasurer of Santa Barbara County shall perform the Auditor/Controller and Treasurer functions prescribed by Government Code Sections 6505 and 6505.5 in the same manner that they perform these functions for school districts. The approval of demands for which the County Superintendent of Schools shall draw warrants shall be performed in accordance with the policies and procedures adopted by the SBCSELPA JPA Board, subject to the review and approval of the County Superintendent of Schools, as required by Education Code Sections 42633 and following. There shall be strict accountability of all funds. All revenues and expenditures shall be reported to the SBCSELPA JPA Board.

#### **6. POWERS OF THE SBCSELPA**

The SBCSELPA powers shall include the following:

##### **6.1 GENERAL**

The SBCSELPA, through the SBCSELPA JPA Board, shall have the power and authority to exercise any power common to the public educational agencies which are parties to this agreement.

##### **6.2 SPECIFIC**

- a. To make and enter into contracts.
- b. To select, employ and dismiss agents or employees or to utilize the services of personnel of the parties when such services are offered by the parties.
- c. To acquire, construct, manage, maintain or operate any buildings, equipment or improvements.
- d. To acquire, hold or dispose of property, real and personal.

SELPA Santa Barbara County

Fiscal Year 2023-24

- e. To sue and be sued in its own name.
- f. To incur debts, liabilities or obligations.
- g. To apply for, accept, receive and disburse funds and grants from any agency of the United States of America, the State of California, or any other public agency.
- h. To invest any money in the Treasury pursuant to Government Code Section 6505.5 that is not required for the immediate activities of the SBCSELPA, as the SBCSELPA JPA Board determines is advisable, in the manner and on the same conditions as local agencies, pursuant to Government Code Section 53601.
- i. To adopt policies and bylaws governing the operations of the SBCSELPA as outlined in the Local Plan.
- j. To perform such other functions as may be necessary or appropriate to carry out this Agreement, so long as such other functions so performed are not prohibited by any provisions of law.
- k. To receive gifts, contributions and donations of property, funds, services and other forms of assistance from persons, firms, corporations, associations and any other governmental entity.
- l. To obtain insurance coverage.

The County Education Office or a designated district shall serve as the Administrative Unit, and the County Superintendent of Schools or the district board shall be the SBCSELPA's agent in the exercise of any or all of these powers when so authorized by the SBCSELPA Board.

The SBCSELPA shall employ a SBCSELPA Executive Director who shall be the Secretary to the SBCSELPA JPA Board and shall act as the Executive to the Board for all administrative functions. The SBCSELPA Executive Director and any other staff employed by the SBCSELPA shall be appointed by the SBCSELPA JPA Board.

The SBCSELPA Executive Director and any other employees shall be housed at the County Education Office or in other office space pursuant to SBCSELPA policy guidelines. The duties of the SBCSELPA Executive Director and other individuals employed by the SBCSELPA shall be stated in position descriptions which shall be formally approved by the SBCSELPA JPA Board. The SBCSELPA JPA Board may modify such position descriptions in whole or in part and at any time during the term of this Agreement.

The powers listed above shall be exercised in the manner provided in the law and be subject only to the restrictions upon the manner of exercising such powers as are imposed upon school districts in the exercise of such powers.

**7. POWERS OF LOCAL EDUCATION AGENCIES**

The governance of Local Education Agency (LEA) special education programs shall be the responsibility of the LEA governing boards. LEA governing boards shall have and retain authority to receive and budget all special education income allocated by the SBCSELPA Board for programs and services provided by the LEAs, except state regionalized services allocations, and for monitoring the appropriate use of federal, state and local funds

allocated for special education programs.

**8. FUNCTIONS OF THE SBCSELPA**

The SBCSELPA shall be responsible for the following:

- a. In conjunction with the LEAs who are parties to this Agreement,            develop a Local Plan for the education of individuals with exceptional needs.
- b. Coordinate the special education local plan area and implementation of the local plan.
  - c. Assure the provision of administrative support and regionalized services to each of the parties in the following areas at levels to be determined by the SBCSELPA, subject to annual budget plan allocations, and at an annual cost not to exceed the annual state appropriations for regionalized services and an amount approved by the SBCSELPA JPA Board and prorated to participating member local education agencies:
    - (1) Coordinated system of identification and assessment and development of uniform policies governing identification, referral and placement of individuals with exceptional needs.
    - (2) Coordinated system of procedural safeguards.
    - (3) Coordinated system of staff development and parent education including training members of the Community Advisory Committee.
    - (4) Coordinated system of curriculum development and alignment with the core curriculum.
    - (5) Coordinated system of internal program review, evaluation of the effectiveness of the local plan, and implementation of a local plan accountability mechanism to include monitoring of performance goals and indicators.
    - (6) Coordinated system of data collection and management information systems as needed to meet SBCSELPA requirements.
    - (7) Coordination of interagency agreements and development of policies and procedures relating to the coordination with other local public agencies that serve the individuals with exceptional needs.
    - (8) Coordination of services to medical facilities.
    - (9) Coordination of services to individuals with exceptional needs placed in licensed children's institutions and foster family homes.
    - (10) Coordination of services to individuals with exceptional needs placed in Juvenile Court Schools or County Community Schools.
    - (11) Preparation and transmission of required special education local plan area reports.
    - (12) Fiscal and logistical support of the Community Advisory Committee.
    - (13) Coordination of transportation services for individuals with exceptional needs.
    - (14) Coordination of career and vocational education and transition services.
    - (15) Assurance of full educational opportunity.
    - (16) Fiscal administration allocation and monitoring of state and federal funds pursuant to Education Code Section 56836 and 56841.

SELPA Santa Barbara County

Fiscal Year 2023-24

- (17) Allocation of program specialist funds for direct instructional program support that may be provided by program specialists in accordance with Education Code Section 56368.
- (18) Search/Serve services.
- (19) Special day classes, resource specialist programs, related services, and other special education instructional programs as agreed upon by the SBCSELPA and the particular Local Education Agencies involved.
- (20) Services for infants and preschoolers.
- (21) Provision of support for dispute resolution and due process, as requested.
- (22) Coordination and oversight of nonpublic school placements and oversight of nonpublic agency services.
- (23) Ensure equal access to all programs and services in the region.
- (24) Ensure an equitable provision of services to individuals with exceptional needs between the ages of 0 and 22.
- (25) Assist in the resolution of complaints and work cooperatively with districts/county office to correct identified problems.
- (26) Such other areas as the SBCSELPA JPA Board directs.

- d. Monitor compliance with federal and state laws and regulations regarding special education.
- e. Enter into agreements with individual school districts and/or the County Education Office for provision of special education services.
- f. Receive, distribute and account for regionalized services and SBCSELPA support funds for Local Plan implementation.
- g. Decide disputes within the scope of this Agreement among the parties. The decision of the SBCSELPA JPA Board shall be final in the settlement of disputes between parties.
- h. Participate in any other functions necessary to conduct the business of the SBCSELPA.

**9. ANNUAL BUDGET PLAN**

In addition to the powers and responsibilities presented in Section 6 and 8 above, the SBCSELPA shall, in conjunction with the parties to this Agreement, develop an annual budget plan for Local Plan activities and conduct the required public hearing. The budget plan shall include provisions setting forth the manner and level to which the SBCSELPA shall be funded.

- a. The annual budget plan shall include the expenditure of all regionalized services and program specialist funds allocated by the state legislature. It shall also include the estimated SELPA support and administrative chargeback.
- b. The Santa Barbara County SELPA Executive Director shall submit an annual budget plan to the Santa Barbara County SELPA JPA Board on the following calendar:
  - (1) Proposed Adopted Budget for review - May
  - (2) Proposed Adopted Budget approval - June
- c. The Santa Barbara County SELPA JPA Board is the entity that must develop, revise and approve all allocations of funds received by the SELPA.
- d. The SBCSELPA JPA Board shall review and approve or reject requests for an increase or

SELPA Santa Barbara County

Fiscal Year 2023-24

decrease in regionalized services and regional program allocations, and allocate all other funds received by the SBCSELPA.

- e. Allocation revisions approved by the SBCSELPA shall be sent to each party to this Agreement by the SBCSELPA Executive Director within thirty (30) days after the revision has been approved by the Board.
- f. Written notice of the rejection of a request shall be sent to the originator of the request by the SBCSELPA Executive Director within thirty (30) days after receipt of the request.
  - g. No request for modification to the annual budget plan shall be approved by the SBCSELPA JPA Board which results in an increase to the annual budget plan which may exceed any funding limitations.

**10. OBLIGATIONS OF THE SBCSELPA**

The SBCSELPA shall be an independent public entity. The SBCSELPA shall be solely responsible for its duties, liabilities and obligations and the duties, liabilities and obligations of the Administrative Unit when it is acting on behalf of the SBCSELPA. They shall not be the duties, liabilities or obligations of the parties hereto.

**11. AUTHORITY AND RESPONSIBILITIES OF THE PARTIES**

Each LEA shall cooperate with the SBCSELPA and its JPA Board in their development of the Local Plan and in the JPA Board's review and approval of revisions to said Plan.

**12. DUTIES OF THE SUPERINTENDENTS**

The Superintendents of the LEAs named as parties to this Agreement shall serve as the LEA's representative to the Joint Powers Agency. The LEA Superintendents' shall select the members of the SBCSELPA JPA Board in accordance with Section 4 of this Agreement and shall serve as an advisory body to the SBCSELPA JPA Board.

**13. SPECIAL EDUCATION ADMINISTRATORS**

Each LEA operating special education programs shall designate a special education administrator from among its staff to act as the primary contact person for the district or county with the SBCSELPA.

**14. RESPONSIBILITY FOR PROVISION OF SERVICES**

Entities responsible for providing services and/or programs to individuals with exceptional needs are specified in the SBCSELPA Policies and Procedures. At any time, recommendations for changes in the delivery system may be developed by SBCSELPA Executive Director and submitted to the JPA Board for approval.

**15. COMMUNITY ADVISORY COMMITTEE**

A Community Advisory Committee shall be established. The Community Advisory Committee shall advise the SBCSELPA Board in accordance with policies and procedures approved by the SBCSELPA JPA Board.

**16. BONDING PERSONS HAVING ACCESS TO PROPERTY**



SELPA Santa Barbara County

Fiscal Year 2023-24

The public officers or persons who have charge of, handle, or have access to any property of the SBCSELPA shall be the SBCSELPA Executive Director and any other officers or persons to be designated or empowered by the SBCSELPA JPA Board. Each such officer or person shall be required to file an official bond with the Administrative Unit in the amount of Fifty Thousand dollars (\$50,000) or in such other amount as may be established by the SBCSELPA JPA Board. Should the existing bond or bonds of any such officer or person be extended to cover the obligations provided herein, said bond shall be the official bond required herein. The premiums on any such bond or bonds attributable to the coverage required herein shall be appropriate expenses of the SBCSELPA.

**17. DISTRIBUTION OF LIABILITY**

The SBCSELPA is a joint powers agency and its members are jointly and severally liable, to the extent provided in Government Code Section 895.2, for the negligent or wrongful acts of the SBCSELPA and one another occurring in the performance of this Agreement. Each party hereto agrees to indemnify and hold the other parties harmless from all liability for damage, actual or alleged, to persons or property arising out of or resulting from negligent acts or omissions of the indemnifying party or its employees. Where the SBCSELPA or its employees are held liable for injuries to persons or property, each party's liability for contribution or indemnity for such injuries shall be determined by multiplying the judgment recovered or settlement paid by a percentage equal to the party's average daily attendance for the previous school year, using the figures for average daily attendance shown on the California Department of Education Annual Report of Attendance Forms J-18/19. In the event of liability imposed upon any entity created by this Agreement, for injury which is caused by the negligent or wrongful act or omission of any of the parties in the performance of this Agreement, the contribution of the party or parties not directly responsible for the negligent or wrongful act or omission shall be limited to One Hundred Dollars (\$100.00). The party or parties directly responsible for the negligent or wrongful acts or omission shall indemnify, defend, and hold all other parties harmless from any liability for personal injury or property damage arising out of the performance of this Agreement.

**18. INSURANCE**

Each party shall obtain public liability, property damage and worker's compensation insurance sufficient so that it may meet its potential liabilities hereunder. The Administrative Unit shall insure itself. The SBCSELPA JPA Board shall obtain public liability, property damage and worker's compensation insurance sufficient to insure itself from loss, liability or claims arising out of or in any way connected with this Agreement.

**19. LIMITATIONS**

It is understood and agreed that the Local Plan hereunder shall not exceed any applicable enrollment and service limitations.  
If any party to this Agreement exceeds the funding allocations specified in the annual budget plan approved by the SBCSELPA as specified in Section 9 above, the resultant costs of such excess shall be borne by the LEA that exceeded such allocation.

SELPA Santa Barbara County

Fiscal Year 2023-24

**20. TERM**

This Agreement becomes effective on the date of final approval of the SBCSELPA JPA Agreement, provided it has been approved by all parties choosing to participate, and it shall continue in effect until a majority of the participating parties have terminated membership in the manner provided by Section 21 of this Agreement.

**21. TERMINATION OF MEMBERSHIP**

A party may resign from membership in the SBCSELPA by notifying the SELPA JPA Board and the Superintendent of the County Schools Office in writing of its intention to do so at least one year prior to the proposed date of its resignation, as required by Education Code Section 56195.3 (b).

**22. AMENDMENT**

This Agreement may be amended, altered or supplemented at any time by a two-thirds vote of the participating district boards.

**23. DISPOSITION OF PROPERTY AND FUNDS UPON TERMINATION**

Upon termination, the property and funds of the SBCSELPA shall be distributed as follows:

- a. All property and funds shall be transferred to the new agency operating system.
- b. If no new agency exists, all property shall be distributed pursuant to an agreement reached by all parties to this Agreement at that time. If said parties cannot agree on distribution, said property shall, to the extent possible, be sold for cash, and said cash and the remaining unsaleable property shall be distributed to each of the parties in accordance with the respective contributions of each party to the cost of said property.
- c. After payment of all costs, expenses and charges incurred under the agreement, any monies in the possession of the SBCSELPA shall be returned to the parties in proportion to contributions made.

**24. PARTIAL INVALIDITY**

If any one or more of the terms, provisions, sections, promises, covenants or conditions of this Agreement shall to any extent be adjudged invalid, unenforceable, void or voidable for any reason whatsoever by a court of competent jurisdiction, each and all of the remaining terms, promises, provisions, sections, covenants and conditions of this Agreement shall not be affected thereby and shall be valid and enforceable to the fullest extent permitted by law.

**25. ADOPTION AND EXECUTION**

Each participating LEA shall become a party to this Agreement by virtue of its governing board's approval of the SBCSELPA JPA Agreement. Thereafter, this agreement may be executed by each party on a separate copy thereof with the same force and effect as though all parties had executed a single original copy. The collection of such separately executed copies shall be treated as a single copy executed by all parties. Each party shall promptly transmit an executed copy of this document to the Administrative Unit.

SELPA Santa Barbara County

Fiscal Year 2023-24

**26. SUCCESSORS**

This Agreement shall be binding upon, and ensure to the benefit of, the successors of the parties.

**BYLAWS OF THE JOINT POWERS AGENCY BOARD OF THE  
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA**

**INTRODUCTION:**

The Santa Barbara County SELPA Joint Powers Agency Board (SBCSELPA JPA Board) is the governing body of the Santa Barbara County Special Education Local Plan Area. The SBCSELPA JPA Board derives its powers from the statutes of the State of California and from a Joint Powers Agreement approved by all school districts in the County of Santa Barbara and the Santa Barbara County Education Office.

**ARTICLE I: BOARD STRUCTURE**

**Section 1. Membership**

The SBCSELPA JPA Board shall consist of eight voting members. The board shall be comprised of the County Superintendent of Schools and superintendents from a representative cross section of districts in Santa Barbara County as specified in the SELPA Joint Powers Agreement.

**Section 2. Officers**

The officers of the SBCSELPA JPA Board shall consist of a chairperson, vice-chairperson, and clerk who shall be elected from its voting members at the organizational meeting each year. The SBCSELPA Executive Director shall serve as secretary to the board.

**a. Chairperson**

The chairperson shall preside at all meetings of the SBCSELPA JPA Board and shall assume duties following the election. The chairperson shall have the same rights and privileges as other members of the board in voting, introducing motions and resolutions, and in discussing questions. The chairperson shall sign minutes, documents, and agreements when legally required to do so or as ordered by the board. If, for any reason, the chairperson resigns during his/her term of office, the vice-chairperson shall serve as the chairperson for the remainder of the former chairperson's term.

**b. Vice-Chairperson**

The vice-chairperson shall preside at all meetings where the chairperson is absent. While acting in this capacity, the vice-chairperson shall have all the powers and privileges of the chairperson. If, for any reason, the vice-chairperson resigns during his/her term of office, the clerk shall serve as the vice-chairperson for the remainder of the

SELPA Santa Barbara County

Fiscal Year 2023-24

former vice-chairperson's term.

c. Clerk

The clerk shall act as presiding officer at all meetings where the chairperson and vice-chairperson are absent. While acting in this capacity, the clerk shall have all the powers and privileges of the chairperson. If, for any reason, the clerk resigns during his/her term of office, a new clerk shall be elected by the SBCSELPA Board to serve out the remainder of the former clerk's term.

d. Secretary to the Board

The secretary to the board shall provide an accurate record of all meetings of the SBCSELPA JPA Board. In addition, he/she shall handle the correspondence of the SBCSELPA JPA Board, distribute agendas and minutes, and perform other duties as delegated by the chairperson on behalf of the board.

e. Individual Members

Except as authorized by the SBCSELPA Board or by board bylaws, individual members of the SBCSELPA JPA Board have no power except as members of the SBCSELPA JPA Board acting at an official meeting.

**ARTICLE II: MEETINGS OF THE SBCSELPA JPA BOARD**

**Section 1. Annual Organizational Meeting**

The first meetings of each new fiscal year shall be designated as the annual organizational meeting of the SBCSELPA JPA Board.

**Section 2. Regular Meetings**

Regular meetings of the SBCSELPA JPA Board shall normally be held monthly during the months of September through June, beginning at 12:00 noon, at the same location where meetings of the County Superintendents take place. The date, time and location of regular board meetings will be confirmed annually by the September meeting of the board. The SBCSELPA JPA Board may change the date, time or location for holding regular meetings, as needed.

**Section 3. Special Meetings**

Special meetings of the SBCSELPA JPA Board shall be held whenever the chairperson or the majority of the members of the board shall call such a meeting; in which event, notice of such meeting shall be sent to each member and shall be received at least 24 hours before the time of the meeting as specified in the notice.

**Section 4. Public Hearings**

SELPA Santa Barbara County

Fiscal Year 2023-24

A public hearing of the SELPA Annual Budget Plan shall be held annually prior to the adoption of the final Annual Budget Plan.

Other public hearings may be held by the board at its discretion or when legally required to do so.

**Section 5. Closed Sessions**

Closed sessions may be called, subject to the rules of the Brown Act, in conjunction with any regular or special meeting.

**Section 6. Parliamentary Authority**

Roberts Rules of Order (Revised) will normally be used by the JPA Board in conducting its business. Such rules are intended to apply to Board member deliberations and may not be invoked by other persons. Although Robert's Rules of Order can serve as a useful guide, the Board may use any procedures that allow it to conduct its meeting in an efficient, consistent manner.

**ARTICLE III: BYLAWS**

**Section 1. Adoption of Bylaws**

Rules (bylaws) necessary for the internal operation of the SBCSELPA JPA Board shall be formulated by the board. Bylaws may be proposed by any member of the SBCSELPA JPA Board or the SBCSELPA Executive Director as secretary to the board. Proposed bylaws shall be adopted upon a majority vote of all members of the SBCSELPA JPA Board at the second reading.

**Section 2. Bylaw Amendments or Repeal**

Bylaws shall be amended or repealed upon a majority of all SBCSELPA JPA board members at the second reading.

**8000 Governance / 8100 Joint Powers Agency Board / 8101 Organization, Responsibilities and Powers of Joint Powers Agency Board -**

The Joint Powers Agency Board is the governing body of the Santa Barbara County Special Education Local Plan Area and derives its power from the statutes of the State of California and from a Joint Powers Agreement approved by all school districts in the County of Santa Barbara and the Santa Barbara County Education Office. The Board represents the district school boards and the superintendents in Santa Barbara County in the governance of the Santa Barbara County Special Education Local Plan Area.

It is the policy of the Board to encourage public participation in the Board's activities in order to fully promote communication with interested persons and entities in the county. All meetings of the Board are public and accessible to the disabled. Deliberations of the Board, except those appropriate for closed sessions, shall be conducted openly and all actions taken in public session.

SELPA Santa Barbara County

Fiscal Year 2023-24

The Board holds the SBCSELPA Executive Director responsible for the efficient administration of the Special Education Local Plan Area and the functions of the Joint Powers Agency.

Bylaws will be adopted for its own governance which are consistent herewith and within legal limits.

(EDUCATION CODE. 56205(b)(4))

**8000 Governance / 8100 Joint Powers Agency Board / 8102 Public Participation at JPA Board Meetings -**

Members of the public are encouraged to attend Board meetings and to address the Board concerning any item on the agenda and, during regular meetings, any item within the Board's jurisdiction.

**Procedure for Those Wishing to Speak**

Before the Board meeting begins, persons wishing to address the Board are requested, but not required, to fill out a "Request to Address the Board" form obtainable from the SELPA Administrative Secretary or from the table near the entrance to the meeting room. The form is to be filled out and returned to the SBCSELPA Executive Director or his/her secretary before the meeting begins. At the appropriate time, the Board Chairperson will call upon the persons requesting to speak.

**Public Participation Procedures**

In order to conduct business in an orderly and efficient manner, the Board requires that public presentations to the Board comply with the following procedures:

1. Every regular and special meeting agenda shall provide an opportunity for members of the public to address the Board. All such comments will be received during the Public Comments section of the agenda. Individuals who address the Board are limited to three (3) minutes to speak on any item and a total of 10 minutes on all items for their presentation. The Board may limit the total time for all public comment to 30 minutes. (Education Code § 35145.5, Government Code § 54954.3) The Board may determine to take public comments either when agenda items are heard, or during the public comment section of the agenda, preceding the consideration of individual agenda items.
2. All regular meeting agendas shall provide an opportunity for members of the public to comment on matters not listed on the agenda, but within the subject matter jurisdiction of the Board. (Education Code § 35145.5, Government Code § 54954.3)
3. A person wishing to be heard by the Board shall first be recognized by the chairperson and shall then proceed to comment as briefly as the subject permits. Individual speakers will be allowed three minutes to speak on any item, or, if all public comments are taken together

before the Board takes up individual agenda items, a total of ten minutes to address the Board on all items will be normally allowed per speaker. The Board may limit the total time for public comment to 30 minutes. With Board consent, the chairperson may increase or decrease the total time allowed for public presentation, depending on the number of persons wishing to be heard. The chairperson may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add.

4. The Board shall not prohibit public criticism of its policies, procedures, programs, services, acts or omissions. (Government Code § 54954.3) In addition, the Board may not prohibit public criticism of individual employees. However, whenever a member of the public initiates specific complaints or charges against an employee, the Board chairperson shall inform the complainant that in order to protect the employee's right to adequate notice before a hearing of such complaints and charges, and also to preserve the ability of the Board to legally consider the complaints or charges in any subsequent evaluation of the employee, it is the policy of the Board to hear such complaints or charges in closed session unless otherwise requested by the employee pursuant to Government Code § 54957.

5. The Board chairperson shall not permit any disturbance or willful interruption of Board meetings. Persistent disruption by an individual or group shall be grounds for the chair to terminate the right of addressing the Board. The Board may remove disruptive individuals and order the room cleared if necessary; in this case, members of the media not participating in the disturbance shall be allowed to remain, and individual(s) not participating in such disturbances may be allowed to remain at the discretion of the Board. When the room is ordered cleared due to a disturbance, further Board proceedings shall concern only matters appearing on the agenda. (Government Code § 54957.9)

6. Without taking action, Board members or SELPA staff may briefly respond to statements made or questions posed by the public about items not appearing on the agenda. Additionally, on their own initiative or in response to questions posed by the public, a Board member or staff member may ask questions for clarification, make a brief announcement, or make a brief report on his/her own activities. Furthermore, the Board or a board member may provide a reference to staff or other resources for factual information, ask staff to report back to the Board at a subsequent meeting concerning any matter, or take action directing staff to place a matter of business on a future agenda. (Government Code § 54954.2)

7. Under Board Bylaws, Roberts Rules of Order (Revised) normally guides the conduct of Board meetings. Such rules are intended to apply to Board member deliberations and may not be invoked by other persons. Although Robert's Rules of Order can serve as a useful guide, the Board may use any procedures that allow it to conduct its meeting in an efficient, consistent manner.

#### Placing Items on The Board's Agenda

Members of the public are permitted to place matters on the Board's agenda that fall within its

jurisdiction. Such requests shall be made in writing to the SBCSELPA Executive Director and shall specify the precise subject to be addressed. These matters shall be heard at the next convenient regular JPA Board meeting after the request is received, but not later than the second regular meeting. Upon receipt of a request to place a matter on the agenda, the SBCSELPA Executive Director, in conjunction with the Chairperson of the JPA Board, shall make the decision regarding whether the matter falls within the Board's jurisdiction. The request to place an item on the agenda may be declined if the item is repetitive, defamatory, superfluous, or otherwise improper. The SBCSELPA Executive Director and/or the Chairperson of the JPA Board may provide an alternative process to address certain matters, such as in the case of a complaint against a staff member. Normally, members of the public who place matters on the agenda will be allotted up to ten minutes to present their item, which may be extended at the discretion of the JPA Board Chairperson.

(EDUCATION CODE § 56205(b)(4))

**8000 Governance / 8300 Dispute Resolution / 8301 Dispute Resolution Process -**

In addressing disputes that may arise over the distribution of funding, the responsibility for service provision, and other governance activities specified in the Local Plan, the local education agencies that comprise the Santa Barbara County SELPA agree to make every effort to resolve disagreements at the lowest possible level.

In some instances, individual SELPA policies outline the process for resolving disputes that may arise regarding selected issues.

In circumstances where a system for resolving potential disputes is not specifically described in the relevant SELPA policy, the following steps shall be utilized to address the issue:

1. Any local education agency involved in a dispute may request the assistance of the SBCSELPA Executive Director acting in the role of a mediator to facilitate resolution of the matter.
2. If the matter cannot be resolved through informal discussions and agreements, an LEA representative may request that the issue be agendaized for consideration by a committee comprised of the special education administrators or business officials from districts in SBCSELPA, depending upon whether the subject of the dispute is primarily of a programmatic or fiscal nature.
3. If the issue cannot be resolved at an informal level by action of the a committee comprised of the special education administrators or business officials from districts in SBCSELPA, then the matter shall be agendaized for review and action by the SBCSELPA JPA Board, whose decision shall be final and binding upon the parties to the dispute.

(EDUCATION CODE 56205(b)(5))



SELPA Santa Barbara County

Fiscal Year 2023-24

3. Describe the SELPA's regional policy making process. Clearly define the roles of a multi-LEA governing body, or single LEA administration as applicable related to the policy making process for coordinating and implementing the local plan: [EC 56195.7(i)(j)(1)(2)]

**8000 Governance / 8100 Joint Powers Agency Board / 8103 Adoption of Policies and Procedures -**

The formulation and adoption of written policies and procedures shall constitute one method by which the Joint Powers Agency (JPA) Board shall exercise its leadership in the operation of the Santa Barbara County SELPA. In formulating policies, the JPA Board shall adopt general principles and statements of intent in the form of policies concerning the establishment and operation of the program and other matters within the duties and scope of responsibility of the JPA Board.

The SBCSELPA Executive Director shall recommend policies for adoption and recommend revisions of existing policies to the JPA Board. The adoption of policies shall be recorded in the minutes of the JPA Board.

A proposed policy shall be subject to adoption, revision, or deletion, upon a majority vote of all members of the JPA Board at the second of two meetings held not less than fourteen days apart and the call for which the proposed policy has been described in writing. All policies shall be considered adopted upon successful completion of the second reading. Policies may be adopted or amended at first reading when considered unanimously by those voting as an emergency measure. The JPA Board shall reappraise its policies periodically in view of the changing needs of the community and the students served by the SBCSELPA.  
(EDUCATION CODE 56195.7(i))

4. Clearly define the roles of the County Office of Education (COE) as applicable, and/or any other administrative supports necessary to coordinate and implement the local plan: [EC 56195.1(c); EC 56205(a)(12)(D)(i); EC 56195.5]

**JOINT EXERCISE OF POWERS AGREEMENT  
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA**

The parties listed in Section 1 below mutually agree and promise as set forth in this Joint Powers Agreement:

**1. PARTIES**

The Boards of Education of:

- Adelante Charter School
- Ballard School District
- Blochman Union School District

SELPA Santa Barbara County

Fiscal Year 2023-24

- Buellton Union School District
- Carpinteria Unified School District
- Cold Spring School District
- College School District
- Cuyama Joint Union School District
- Family Partnership Charter School
- Goleta Union School District
- Guadalupe Union School District
- Hope School District
- Lompoc Unified School District
- Los Olivos School District
- Manzanita Public Charter School
- Montecito Union School District
- Orcutt Union School District
- Santa Barbara Charter School
- Santa Barbara Unified School District
- Santa Maria Joint Union High School District
- Santa Maria-Bonita School District
- Santa Ynez Valley Union High School District
- Solvang School District
- Vista Del Mar Union School District
- Santa Barbara County Education Office

**2. PURPOSE**

The purpose of this agreement is to provide for the creation of the Santa Barbara County Special Education Local Plan Area (SBCSELPA), an agency which is separate from the parties to this Agreement. This agency shall designate an Administrative Unit to provide fiscal services for the SBCSELPA.

**3. AUTHORITY**

This agreement is entered into pursuant to Education Code Section 56195.1(c) and Government Code Section 6500 and following, relating to the joint exercise of powers between public educational agencies identified herein and also those that may hereafter be accepted for membership herein.

**4. ADMINISTRATION AND GOVERNANCE**

a. The parties hereto hereby create the Santa Barbara County Special Education Local Plan Area (hereinafter SBCSELPA), which will be a separate public agency responsible for administering this agreement and the Local Plan.

b. The SBCSELPA shall be governed by the SBCSELPA JPA Board, which shall be comprised of eight voting members. The Board shall be comprised of the County Superintendent of Schools and superintendents of districts in Santa Barbara County and

selected as follows:

Five members from non-direct service districts shall be selected by the consensus of the LEA Superintendents, with two members representing non-direct service districts in south Santa Barbara County; two members representing non-direct service districts in North Santa Barbara County; and one member representing non-direct service districts in the Santa Ynez Valley Special Education Consortium.

One member from direct service districts shall be selected by the Superintendents' Council, representing direct service districts in both North and South Santa Barbara County.

One member from 9-12<sup>th</sup> grade high school districts shall be selected by the Superintendents' Council.

The County Superintendent of Schools shall continuously serve as an eighth member of the Board.

c. All district superintendent appointments to the Board shall be for two-year terms. Appointments to the Board shall expire on June 30.

d. Each voting member of the Board shall take and execute the oath of office prior to exercising any duties hereunder.

e. The Board shall annually elect a Chairperson, Vice-Chairperson and Clerk from its voting members. The SBCSELPA Executive Director shall serve as Secretary to the Board. The Chairperson and Vice-Chairperson shall serve at the pleasure of the Board until a successor is elected.

f. The Board shall develop and adopt bylaws which may be amended from time to time.

g. Regular meetings shall be held as determined by the Board and set forth in its bylaws. Such meetings shall comply with all provisions of the Brown Act. (Government Code Sections 54950 and following) and provisions of the Education Code regarding school district governing board meetings (Education Code Sections 35140 and following). A majority of the voting membership of the Board shall constitute a quorum and a majority of the voting membership shall be necessary for action to be taken. Vacant positions shall be counted as part of the membership when determining whether a majority exists. If a member of the Board misses three consecutive board meetings, the District Superintendent's may opt to remove the Board member. When a member of the Board resigns, is removed, or otherwise vacates membership on the Board, a replacement member shall be appointed by consensus of the LEA Superintendents as prescribed in Section 4 of this agreement.

h. The fiscal year of the SBCSELPA shall run from July 1 through June 30.

#### **5. AUDITING AND ACCOUNTING SERVICE**

The Auditor/Controller of Santa Barbara County, the Santa Barbara County Superintendent of Schools and the Treasurer of Santa Barbara County shall perform the Auditor/Controller and Treasurer functions prescribed by Government Code Sections 6505 and 6505.5 in the same manner that they perform these functions for school districts. The approval of demands for which the County Superintendent of Schools shall draw warrants shall be performed in accordance with the policies and procedures adopted by the SBCSELPA JPA Board, subject to the review and approval of the County Superintendent of Schools, as required by Education Code Sections 42633 and following. There shall be strict accountability of all funds. All revenues and expenditures shall be reported to the

SELPA Santa Barbara County

Fiscal Year 2023-24

SBCSELPA JPA Board.

**6. POWERS OF THE SBCSELPA**

The SBCSELPA powers shall include the following:

**6.1 GENERAL**

The SBCSELPA, through the SBCSELPA JPA Board, shall have the power and authority to exercise any power common to the public educational agencies which are parties to this agreement.

**6.2 SPECIFIC**

- a. To make and enter into contracts.
- b. To select, employ and dismiss agents or employees or to utilize the services of personnel of the parties when such services are offered by the parties.
- c. To acquire, construct, manage, maintain or operate any buildings, equipment or improvements.
- d. To acquire, hold or dispose of property, real and personal.
- e. To sue and be sued in its own name.
- f. To incur debts, liabilities or obligations.
- g. To apply for, accept, receive and disburse funds and grants from any agency of the United States of America, the State of California, or any other public agency.
- h. To invest any money in the Treasury pursuant to Government Code Section 6505.5 that is not required for the immediate activities of the SBCSELPA, as the SBCSELPA JPA Board determines is advisable, in the manner and on the same conditions as local agencies, pursuant to Government Code Section 53601.
- i. To adopt policies and bylaws governing the operations of the SBCSELPA as outlined in the Local Plan.
- j. To perform such other functions as may be necessary or appropriate to carry out this Agreement, so long as such other functions so performed are not prohibited by any provisions of law.
- k. To receive gifts, contributions and donations of property, funds, services and other forms of assistance from persons, firms, corporations, associations and any other governmental entity.
- l. To obtain insurance coverage.

The County Education Office or a designated district shall serve as the Administrative Unit, and the County Superintendent of Schools or the district board shall be the SBCSELPA's agent in the exercise of any or all of these powers when so authorized by the SBCSELPA Board.

The SBCSELPA shall employ a SBCSELPA Executive Director who shall be the Secretary to the SBCSELPA JPA Board and shall act as the Executive to the Board for all administrative functions. The SBCSELPA Executive Director and any other staff employed by the SBCSELPA shall be appointed by the SBCSELPA JPA Board.

The SBCSELPA Executive Director and any other employees shall be housed at the

SELPA

Fiscal Year

County Education Office or in other office space pursuant to SBCSELPA policy guidelines. The duties of the SBCSELPA Executive Director and other individuals employed by the SBCSELPA shall be stated in position descriptions which shall be formally approved by the SBCSELPA JPA Board. The SBCSELPA JPA Board may modify such position descriptions in whole or in part and at any time during the term of this Agreement.

The powers listed above shall be exercised in the manner provided in the law and be subject only to the restrictions upon the manner of exercising such powers as are imposed upon school districts in the exercise of such powers.

**7. POWERS OF LOCAL EDUCATION AGENCIES**

The governance of Local Education Agency (LEA) special education programs shall be the responsibility of the LEA governing boards. LEA governing boards shall have and retain authority to receive and budget all special education income allocated by the SBCSELPA Board for programs and services provided by the LEAs, except state regionalized services allocations, and for monitoring the appropriate use of federal, state and local funds allocated for special education programs.

5. Does the SELPA have policies and procedures that allow for the participation of charter schools in the local plan? [EC 56207.5]

Yes       No

If No, explain why the SELPA does not have the policy and procedures.

6. Identify and describe the representation and participation of the SELPA community advisory committee (CAC) pursuant to EC Section 56190 in the development of the local plan: [EC 56194(a)(b)(d); EC 56195.9(a)]

**2000 Administration / 2400 Community Advisory Committee -**

**2401 Formation of Community Advisory Committee -**

A Community Advisory Committee shall be formed. Such committee shall serve in an advisory capacity.

(EDUCATION CODE SECTION 56190)

**2402 Role and Purpose -**

Primary Role: The primary role of the Community Advisory Committee (CAC) is to represent the needs and concerns of the parents, school personnel and community agencies regarding services for individuals with exceptional needs to the policy and administrative entity of the Santa Barbara County Special Education Local Plan Area (SBCSELPA). The SBCSELPA

JPA Board shall review and consider comments from the Community Advisory Committee.

Purpose: The purpose of the CAC is to stimulate and maintain the interest, participation, and the support of parents and community agencies in the development, and review of the Local Plan in the Santa Barbara County Special Education Local Plan Area.

Primary Responsibilities: The primary responsibilities of the CAC shall be:

1. To meet on a regular basis a minimum of four times per year in order to allow members of the community to present priority needs and concerns relative to operation of the Local Plan;
2. To establish annual priorities for CAC activities;
3. To recommend to the SBCSELPA JPA Board annual priorities related to the development, amendment, and review of the Local Plan;
4. To encourage community involvement in the development and review of the Local Plan;
5. To assist in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the Local Plan;
6. To assist parents in awareness of importance of regular school attendance.
7. To support activities on behalf of individuals with exceptional needs;
8. To facilitate ongoing communication between school staff and parents.
9. To communicate CAC activities to regular and special educators, district boards and the constituents that the CAC members represent.
10. To organize parent education activities on the IEP process.

Implementation of Responsibilities:

All of the responsibilities of the CAC specified above are implemented through regularly scheduled meetings/events. Reports of CAC activities are forwarded to the SBCSELPA district administrators for their review.

(EDUCATION CODE SECTION 56194)

**2403 Composition of Membership -**

Beginning with the 2016-2017 school year, the Community Advisory Committee (CAC) shall consist of twenty-five members, distributed as follows:

1. Thirteen shall be parents or guardians of individuals with exceptional needs who are currently receiving services by a public education agency within the Santa Barbara County SELPA.
2. At least one of the thirteen parents/guardians shall also be a parent/guardian of an individual who is not currently receiving special education services by a public agency within the Santa Barbara County SELPA (SBCSELPA). This parent/guardian may also be a parent/guardian of an individual with exceptional needs.
3. Nine shall be special education certificated staff representing areas within the SBCSELPA similar to the SBCSELPA JPA Board broken down as follows:

SELPA Santa Barbara County

Fiscal Year 2023-24

3 North County Representatives

3 South County Representatives

1 Santa Barbara County Education Office Representative

1 LEA Charter School Representative

1 Santa Ynez Valley Consortium Representative

4. At least one of the nine special education certificated staff shall possess a general education credential and/or has been a general education classroom teacher.

5. One shall be a professional representative of a community agency.

6. One shall be an adult or student who currently receives or who has previously received special education services by a public education agency within the SBCSELPA.

7. One shall be a special education administrator of a public agency within the SBCSELPA. A different special education administrator will be appointed to each meeting allowing the various districts an opportunity to be a part of the CAC.

8. Any member of the CAC whose primary language is not English may request an interpreter.

(EDUCATION CODE SECTION 56192)

**2404 Appointment of Members -**

The members of the Community Advisory Committee (CAC) shall be appointed as indicated below:

1. Each of the following thirteen local boards of education shall appoint one parent/guardian:

- Blochman Union School District
- Carpinteria Unified School District
- Goleta Union School District
- Guadalupe Union School District
- Hope School District
- LEA Charter Schools
  - Family Partnership Charter School
  - Manzanita Public Charter School
  - Santa Barbara Charter School
- Lompoc Unified School District
- Orcutt Union School District
- Santa Maria-Bonita School District

SELPA Santa Barbara County

Fiscal Year 2023-24

- Santa Barbara County Education Office
    - Cold Spring School District
    - Cuyama Joint Unified School District
    - Montecito Union School District
  - Santa Barbara Unified School District
  - Santa Maria Joint Union High School District
  - Santa Ynez Valley Consortium, for the purpose of special education represents the following school districts:
    - Ballard School District
    - Buellton Union School District
    - College School District
    - Los Olivos School District
    - Solvang School District
    - Santa Ynez Valley Union High School District
    - Vista Del Mar Union School District
2. The Board of Education of any district within the Santa Barbara County SELPA (SBCSELPA) shall appoint one parent or guardian of an individual who is not currently receiving special education services by a public education agency within the SBCSELPA. This parent/guardian may also be a parent/guardian of an individual with exceptional needs.
3. The Board of Education of any district within the SBCSELPA shall appoint one classroom teacher who also possess a general education credential and/or has been a general education classroom teacher. The districts in SBCSELPA will rotate this position every two years.
4. One representative of a community agency shall be appointed by the SBCSELPA and approved by the SBCSELPA JPA Board.
5. One adult or student who currently receives or who has previously received special education services by a public education agency within the SBCSELPA shall be appointed by the SBCSELPA JPA Board.
6. Total membership: 13 parents, 9 professionals, 1 representative of a public agency, 1 adult or student who currently receives or who has previously received special education services, and 1 special education administrator.

(EDUCATION CODE SECTION 56191)

**2405 Term of Appointment -**

All members shall be appointed to annually staggered two-year terms to ensure that no more



than one half of the membership serves the first year of the term in any one year.

Terms shall commence on September 1 of the school year of appointment.

Any member who does not attend any three (3) consecutive meetings without a legitimate excuse shall be automatically dismissed from the committee and the appointing agency notified and asked to name a replacement.

(EDUCATION CODE SECTION 56191)

**2406 Duties and Privileges -**

All Community Advisory Committee members shall have the right to vote and hold office. Each member is entitled to cast one vote on each question considered by the committee. Voting by proxy or absentee ballot shall not be permitted.

**2407 Officers and Minutes -**

The officers of the Community Advisory Committee shall be one (1) Chairperson and one (1) Vice-Chairperson. The Special Education Local Plan Area Executive Director or designee shall be responsible for the recording of the minutes of all meetings.

**2408 Election and Term of Office -**

Officers shall be elected to a one-year term of office by secret ballot. Nominations shall be submitted at the first meeting of the school year, with the election occurring at the next meeting. No member shall be eligible to hold more than one office nor serve more than two consecutive terms in the same office. New officers shall take office at the first meeting after January 1.

**2409 Vacancies -**

A vacancy in any office shall be filled by a majority vote of members present at a regular meeting.

**2410 Removal of Officers -**

An officer may be considered for removal from office by placing the vote on the agenda of the next regular meeting of the CAC. A two-thirds vote of the members present at the meeting is required for passage of the recommendation for removal.

**2411 Duties of Officers -**

Chairperson: The Chairperson shall preside at all meetings of the Community Advisory Committee (CAC). The Chairperson shall appoint chairpersons and members of special committees, and shall perform such other duties as usually pertain to the office of Chairperson. The Chairperson shall be an ex-officio member of all committees.

Vice-Chairperson: The Vice-Chairperson shall serve as the presiding officer in the absence of the Chairperson, and shall perform such other duties as may be assigned by the Chairperson. The Vice-Chairperson shall be an ex-officio member of all committees.

**2412 Regular Meetings -**

The Special Education Local Plan Area SBCSELPA Executive Director or designee shall be responsible for calling meetings of the Community Advisory Committee at the request of the

SELPA Santa Barbara County

Fiscal Year 2023-24

Chairperson. Regular meetings may be held during any calendar month. The Community Advisory Committee shall meet not less than twice a year, in the fall and in the spring.

**2413 Special Meetings -**

Special meetings may be called by the joint request of the Chairperson and Vice-Chairperson, or by the majority of members at a regular meeting.

**2414 Notice of Meeting -**

Regularly scheduled or special meetings of the Community Advisory Committee (CAC) shall be announced at least one week prior to the meeting date, with the public invited to attend. Such notices shall state the day, date, hour and location of the meeting. It is the responsibility of the Special Education Local Plan Area Executive Director or designee to announce notices of CAC meetings.

**2415 Quorum -**

The presence of nine (9) members at a meeting shall constitute a quorum. The Community Advisory Committee (CAC) shall transact business only if a quorum is present. Provided a quorum is in attendance, a majority vote shall constitute a decision of the CAC.

**2416 Parliamentary Authority -**

The CAC meetings shall comply with all provisions of the Brown Act. (Government Code Sections 54950 and following)

**2417 Creation of Committees -**

The Community Advisory Committee (CAC) shall approve the creation or deletion of special committees of the CAC.

7. Describe the SELPA's process for regular consultations regarding the plan development with representative of special education and regular education teachers, and administrators selected by the groups they represent and parent members of the CAC: [EC 56205(a)(12)(E); EC 56205(b)(7)]

**JOINT EXERCISE OF POWERS AGREEMENT  
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA**

**FUNCTIONS OF THE SBCSELPA**

The SBCSELPA shall be responsible for the following:

- a. In conjunction with the LEAs who are parties to this Agreement, develop a Local Plan for the education of individuals with exceptional needs.
- b. Coordinate the special education local plan area and implementation of the local plan.
- c. The SBCSELPA Executive Director shall be responsible for the preparation of the Local Plan, including its review and updates.
- d. The SBCSELPA Coordinator shall assist the SBCSELPA Executive Director in providing administrative support and coordinating regionalized services to each district and county office

SELPA Santa Barbara County

Fiscal Year 2023-24

participating in the Local Plan.

8. Identify and describe the responsible local agency (RLA), Administrative Unit (AU), or other agency who is responsible for performing tasks such as the receipt and distribution of funds, provision of administrative support, and coordination and implementation of the plan: [EC 56836.01(a)(b); EC 56205(a)(12)(D)(ii); EC 56195(b)(3); EC 56030]

**JOINT EXERCISE OF POWERS AGREEMENT  
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA**

**PURPOSE**

The purpose of this agreement is to provide for the creation of the Santa Barbara County Special Education Local Plan Area (SBCSELPA), an agency which is separate from the parties to this Agreement. This agency shall designate an Administrative Unit to provide fiscal services for the SBCSELPA.

**POWERS OF THE SBCSELPA**

The SBCSELPA powers shall include the following:

The County Education Office or a designated district shall serve as the Administrative Unit, and the County Superintendent of Schools or the district board shall be the SBCSELPA's agent in the exercise of any or all of these powers when so authorized by the SBCSELPA Board.

**ANNUAL BUDGET PLAN**

In addition to the powers and responsibilities presented in above, the SBCSELPA shall, in conjunction with the parties to this Agreement, develop an annual budget plan for Local Plan activities and conduct the required public hearing. The budget plan shall include provisions setting forth the manner and level to which the SBCSELPA shall be funded.

- a. The annual budget plan shall include the expenditure of all regionalized services and program specialist funds allocated by the state legislature. It shall also include the estimated SELPA support and administrative chargeback.
- b. The Santa Barbara County SELPA Executive Director shall submit an annual budget plan to the Santa Barbara County SELPA JPA Board on the following calendar:
  - (1) Proposed Adopted Budget for review - May
  - (2) Proposed Adopted Budget approval - June
- c. The Santa Barbara County SELPA JPA Board is the entity that must develop, revise and approve all allocations of funds received by the SELPA.
- d. The SBCSELPA JPA Board shall review and approve or reject requests for an increase or decrease in regionalized services and regional program allocations, and allocate all other funds received by the SBCSELPA.
- e. Allocation revisions approved by the SBCSELPA shall be sent to each party to this Agreement by the SBCSELPA Executive Director within thirty (30) days after the revision

SELPA Santa Barbara County

Fiscal Year 2023-24

has been approved by the Board.

- f. Written notice of the rejection of a request shall be sent to the originator of the request by the SBCSELPA Executive Director within thirty (30) days after receipt of the request.
- g. No request for modification to the annual budget plan shall be approved by the SBCSELPA JPA Board which results in an increase to the annual budget plan which may exceed any funding limitations.

9. Describe the contractual agreements and the SELPA’s system for determining the responsibility of participating agency for the education of each student with special needs residing within the geographical area served by the plan: [EC 56195.7. EC 56195.1(b)(c)]

**JOINT EXERCISE OF POWERS AGREEMENT  
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA**

**POWERS OF THE SBCSELPA**

The SBCSELPA powers shall include the following:

- a. To make and enter into contracts.

**POWERS OF LOCAL EDUCATION AGENCIES**

The governance of Local Education Agency (LEA) special education programs shall be the responsibility of the LEA governing boards. LEA governing boards shall have and retain authority to receive and budget all special education income allocated by the SBCSELPA Board for programs and services provided by the LEAs, except state regionalized services allocations, and for monitoring the appropriate use of federal, state and local funds allocated for special education programs.

**8. FUNCTIONS OF THE SBCSELPA**

The SBCSELPA shall be responsible for the following:

- c. Assure the provision of administrative support and regionalized services to each of the parties in the following areas at levels to be determined by the SBCSELPA, subject to annual budget plan allocations, and at an annual cost not to exceed the annual state appropriations for regionalized services and an amount approved by the SBCSELPA JPA Board and prorated to participating member local education agencies:
  - (1) Coordinated system of identification and assessment and development of uniform policies governing identification, referral and placement of individuals with exceptional needs.
  - (2) Coordinated system of procedural safeguards.
  - (3) Coordinated system of staff development and parent education including training members of the Community Advisory Committee.
  - (4) Coordinated system of curriculum development and alignment with the core curriculum.

Section B: Governance and Administration

SELPA Santa Barbara County

Fiscal Year 2023-24

- (5) Coordinated system of internal program review, evaluation of the effectiveness of the local plan, and implementation of a local plan accountability mechanism to include monitoring of performance goals and indicators.
- (6) Coordinated system of data collection and management information systems as needed to meet SBCSELPA requirements.
- (7) Coordination of interagency agreements and development of policies and procedures relating to the coordination with other local public agencies that serve the individuals with exceptional needs.
- (8) Coordination of services to medical facilities.
- (9) Coordination of services to individuals with exceptional needs placed in licensed children's institutions and foster family homes.
- (10) Coordination of services to individuals with exceptional needs placed in Juvenile Court Schools or County Community Schools.
- (11) Preparation and transmission of required special education local plan area reports.
- (12) Fiscal and logistical support of the Community Advisory Committee.
- (13) Coordination of transportation services for individuals with exceptional needs.
- (14) Coordination of career and vocational education and transition services.
- (15) Assurance of full educational opportunity.
- (16) Fiscal administration allocation and monitoring of state and federal funds pursuant to Education Code Section 56836 and 56841.
- (17) Allocation of program specialist funds for direct instructional program support that may be provided by program specialists in accordance with Education Code Section 56368.
- (18) Search/Serve services.
- (19) Special day classes, resource specialist programs, related services, and other special education instructional programs as agreed upon by the SBCSELPA and the particular Local Education Agencies involved.
- (20) Services for infants and preschoolers.
- (21) Provision of support for dispute resolution and due process, as requested. (Pg. 2-9 to 2-10)
- (22) Coordination and oversight of nonpublic school placements and oversight of nonpublic agency services.
- (23) Ensure equal access to all programs and services in the region.
- (24) Ensure an equitable provision of services to individuals with exceptional needs between the ages of 0 and 22.
- (25) Assist in the resolution of complaints and work cooperatively with districts/county office to correct identified problems.
- (26) Such other areas as the SBCSELPA JPA Board directs.

SELPA Santa Barbara County

Fiscal Year 2023-24

10. For multi-LEA local plans, specify:

- a. The responsibilities of each participating COE and LEA governing board in the policymaking process: [EC 56205(a)(12)(D)(i)]

**8000 Governance / 8100 Joint Powers Agency Board / 8101 Organization, Responsibilities and Powers of Joint Powers Agency Board** +

- b. The responsibilities of the superintendents of each participating LEA and COE in the implementation of the local plan: [EC 56205(a)(12)(D)(i)]

**8000 Governance / 8100 Joint Powers Agency Board / 8103 Adoption of Policies and Procedures -**

The formulation and adoption of written policies and procedures shall constitute one method by which the Joint Powers Agency Board shall exercise its leadership in the operation of the Santa Barbara County SELPA. In formulating policies, the Joint Powers Agency Board shall adopt general principles and statements of intent in the form of policies concerning the establishment and operation of the program and other matters within the duties and scope of responsibility of the JPA Board.

The SBCSELPA Executive Director shall recommend policies for adoption and recommend revisions of existing policies to the JPA Board. The adoption of policies shall be recorded in the minutes of the JPA Board.

A proposed policy shall be subject to adoption, revision, or deletion, upon a majority vote of all members of the JPA Board at the second of two meetings held not less than fourteen days apart and the call for which the proposed policy has been described in writing. All policies shall be considered adopted upon successful completion of the second reading. Policies may be adopted or amended at first reading when considered unanimously by those voting as an emergency measure. The JPA Board shall reappraise its policies periodically in view of the changing needs of the community and the students served by the SBCSELPA.  
(EDUCATION CODE 56195.7(i))

- c. The responsibilities of each LEA and COE for coordinating the administration of the local plan: [EC 56205(a)(12)(D)(i)]

**BYLAWS OF THE JOINT POWERS AGENCY BOARD OF THE SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA**

**ARTICLE I: BOARD STRUCTURE**

**Section 1. Membership**  
The SBCSELPA JPA Board shall consist of eight voting members. The board shall be

SELPA Santa Barbara County

Fiscal Year 2023-24

comprised of the County Superintendent of Schools and superintendents from a representative cross section of districts in Santa Barbara County as specified in the SELPA Joint Powers Agreement.

**8000 Governance / 8100 Joint Powers Agency Board / 8101 Organization, Responsibilities and Powers of Joint Powers Agency Board -**

The Joint Powers Agency Board is the governing body of the Santa Barbara County Special Education Local Plan Area and derives its power from the statutes of the State of California and from a Joint Powers Agreement approved by all school districts in the County of Santa Barbara and the Santa Barbara County Education Office. The Board represents the district school boards and the superintendents in Santa Barbara County in the governance of the Santa Barbara County Special Education Local Plan Area.

11. Identify the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA related to:
- a. The hiring, supervision, evaluation, and discipline of the SELPA administrator and staff employed by the AU in support of the local plan: [EC 56205(a)(12)(D)(ii)(I)]

**JOINT EXERCISE OF POWERS AGREEMENT  
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA**

**6. POWERS OF THE SBCSELPA**

The SBCSELPA powers shall include the following:

The County Education Office or a designated district shall serve as the Administrative Unit, and the County Superintendent of Schools or the district board shall be the SBCSELPA's agent in the exercise of any or all of these powers when so authorized by the SBCSELPA Board.

The SBCSELPA shall employ a SBCSELPA Executive Director who shall be the Secretary to the SBCSELPA JPA Board and shall act as the Executive to the Board for all administrative functions. The SBCSELPA Executive Director and any other staff employed by the SBCSELPA shall be appointed by the SBCSELPA JPA Board.

The SBCSELPA Executive Director and any other employees shall be housed at the County Education Office or in other office space pursuant to SBCSELPA policy guidelines. The duties of the SBCSELPA Executive Director and other individuals employed by the SBCSELPA shall be stated in position descriptions which shall be formally approved by the SBCSELPA JPA Board. The SBCSELPA JPA Board may modify such position descriptions in whole or in part and at any time during the term of this Agreement.

The powers listed above shall be exercised in the manner provided in the law and be subject only to the restrictions upon the manner of exercising such powers as are imposed upon school districts in the exercise of such powers.

**SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA  
EXECUTIVE DIRECTOR - POSITION DESCRIPTION**

**DESCRIPTION OF POSITION:**

The Director of the Santa Barbara County Special Education Local Plan Area (SBCSELPA) will be responsible for the overall coordination and administrative support of special education and related services to all districts and the County Education Office. It will be the duty of the SBCSELPA Executive Director to ensure each student within the county equal access to appropriate special education programs and services regardless of district of residence, and to ensure compliance with federal and state laws and regulations.

**DIRECTLY RESPONSIBLE TO:**

The SBCSELPA Executive Director shall be directly responsible to and evaluated by the SBCSELPA Board.

**MAJOR DUTIES AND RESPONSIBILITIES:**

1. The SBCSELPA Director shall be directly responsible for supervision of staff employed by the SBCSELPA Board, including SBCSELPA Coordinator, and for overall management of the fiscal, personnel and program functions of the SBCSELPA Administrative Office.
2. The SBCSELPA Executive Director shall provide administrative support and coordinate regionalized services to each district and county office participating in the Local Plan, including the following:
  - a. Oversight of the SBCSELPA comprehensive system for professional development aligned to member LEA/district Local Control Accountability Plans (LCAP).
  - b. Monitoring, review and evaluation of Member LEA/district special education programs, and oversight of regionalized programs and services
  - c. Oversight of data collection and operation of the Student Management Information System (SELPA-wide IEP database system)
  - d. Oversight of coordinated system of curriculum development and alignment with the core curriculum
  - e. Engaging in *Search and Serve* services
  - f. Coordination of vocational education/career education of SBCSELPA students
  - g. Preparation and transmission of required special education local plan area reports on behalf of member LEAs/districts



SELPA Santa Barbara County

Fiscal Year 2023-24

- h. Preparation and transmission of required California Department of Education (CDE) Annual Performance and Budget Plan Annual Service Plan reports
- i. Assurance of a full continuum of educational opportunities for students with Individualized Education Plans (IEPs)
- j. Facilitation of resolution session and other support for member LEAs/districts for due process hearings upon request
- k. Coordination and oversight of of member LEA/district nonpublic school (NPS) residential treatment center (RTC) student placements that meet requirements for access to SBCSELPA shared funding
- l. Coordination and oversight of development of Interagency Agreements

3. The SBCSELPA Executive Director shall be responsible for the preparation of the Local Plan, including its review and updates.

4. The SBCSELPA Executive Director shall serve as Executive Secretary to the Board and shall be responsible for the preparation of minutes of meetings of the Board.

5. The SBCSELPA Executive Director shall be responsible for the preparation of the annual SBCSELPA budget and the development of the annual allocation plan of special education funds to member LEAs/districts.

6. The SBCSELPA Executive Director shall be responsible for coordinating the development of uniform policies and procedures relating to the operation and implementation of the Santa Barbara County Special Education Local Plan.

7. The SBCSELPA Executive Director shall be responsible for other duties as assigned by the SBCSELPA Board.

**SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA  
SBCSELPA COORDINATOR - POSITION DESCRIPTION**

**DESCRIPTION OF POSITION:**

The Coordinator of the Santa Barbara County Special Education Local Plan Area (SBCSELPA) will be responsible for assisting the SBCSELPA Executive Director in the overall administrative support of special education and related services to all districts and the County Education Office. It will be the duty of the SBCSELPA Coordinator to assist the SBCSELPA Executive Director in assuring each student within the SBCSELPA has equal access to appropriate special education programs and services regardless of district of residence, and to ensure compliance with federal and state laws and regulations.

**DIRECTLY RESPONSIBLE TO:**

SELPA Santa Barbara County

Fiscal Year 2023-24

The SBCSELPA Coordinator shall be directly responsible to the SBCSELPA Executive Director.

**MAJOR DUTIES AND RESPONSIBILITIES:**

1. Under the direction of the SBCSELPA Executive Director, the SBCSELPA Coordinator shall be responsible for the development and implementation of regionalized services in the area of comprehensive personnel development, program development, and program review.

2. The SBCSELPA Coordinator shall assist the SBCSELPA Executive Director in managing the SELPA. Special emphasis will be given to facilitation of the Community Advisory Committee, standardization of procedures and quality control (in the areas of assessment, placement, and procedural due process), information dissemination, program development, supervision of SBCSELPA administered services, and other duties as assigned.

3. The SBCSELPA Coordinator shall assist the SBCSELPA Executive Director in providing administrative support and coordinating regionalized services to each district and county office participating in the Local Plan, including the following:

- a. Implementation of the Local Plan
- b. Audiological services
- c. Ongoing program review
- d. Staff development
- e. Coordinate interagency agreements
- f. Coordinate and monitor the Resource Specialist Assessor Panel
- g. Coordinate the Behavioral Intervention Case Manager Assessor Panel
- h. Assist the SBCSELPA Executive Director in the management of the SELPA office
- i. Represent SBCSELPA on interagency committees
- j. Serve as Acting Director in the absence of SBCSELPA Executive Director
- k. Provide information to districts and staff.

4. The SBCSELPA Coordinator shall assist the SBCSELPA Executive Director in the update and review of the Local Plan.

5. Under the direction of the SBCSELPA Executive Director, the SBCSELPA Coordinator shall serve as Executive Secretary to the Community Advisory Committee and be responsible for the preparation of agendas and minutes of meetings of the CAC.

SELPA Santa Barbara County

Fiscal Year 2023-24

6. The SBCSELPA Coordinator shall be responsible for other duties as assigned by the SBCSELPA Executive Director.

b. The local method used to distribute federal and state funds to the SELPA RLA/AU and to LEAs within the SELPA: [EC 56205(a)12(D) (ii)(II); EC 56195.7(i)]

**JOINT EXERCISE OF POWERS AGREEMENT  
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA**

**PURPOSE**

The purpose of this agreement is to provide for the creation of the Santa Barbara County Special Education Local Plan Area (SBCSELPA), an agency which is separate from the parties to this Agreement. This agency shall designate an Administrative Unit to provide fiscal services for the SBCSELPA.

**ANNUAL BUDGET PLAN**

In addition to the powers and responsibilities presented above, the SBCSELPA shall, in conjunction with the parties to this Agreement, develop an annual budget plan for Local Plan activities and conduct the required public hearing. The budget plan shall include provisions setting forth the manner and level to which the SBCSELPA shall be funded.

- a. The annual budget plan shall include the expenditure of all regionalized services and program specialist funds allocated by the state legislature. It shall also include the estimated SELPA support and administrative chargeback.
- b. The Santa Barbara County SELPA Executive Director shall submit an annual budget plan to the Santa Barbara County SELPA JPA Board on the following calendar:
  - (1) Proposed Adopted Budget for review - May
  - (2) Proposed Adopted Budget approval - June
- c. The Santa Barbara County SELPA JPA Board is the entity that must develop, revise and approve all allocations of funds received by the SELPA.
- d. The SBCSELPA JPA Board shall review and approve or reject requests for an increase or decrease in regionalized services and regional program allocations, and allocate all other funds received by the SBCSELPA.
- e. Allocation revisions approved by the SBCSELPA shall be sent to each party to this Agreement by the SBCSELPA Executive Director within thirty (30) days after the revision has been approved by the Board.
- f. Written notice of the rejection of a request shall be sent to the originator of the request by the SBCSELPA Executive Director within thirty (30) days after receipt of the request.
  - g. No request for modification to the annual budget plan shall be approved by the SBCSELPA JPA Board which results in an increase to the annual budget plan which may exceed any funding limitations. (Pg. 2-11 to 2-12)

**3000 Business and Non-Instructional Operations / 3100 Income / 3101 Process for Distribution of State and Federal Funds -**

SELPA Santa Barbara County

Fiscal Year 2023-24

State and federal funds received by the Santa Barbara County SELPA for the provision of services to students with disabilities shall be distributed among the local education agencies that make up the SBCSELPA pursuant to the methodology contained in the SBCSELPA's AB 602 Special Education Fiscal Allocation Plan.

The SBCSELPA's Fiscal Allocation Plan shall be approved and amended as needed pursuant to the SBCSELPA policymaking process described in SBCSELPA Policy 8103, Adoption of Policies and Procedures.

(EDUCATION CODE SECTION 56195.7(i))

**\*\* SEE LOCAL PLAN SECTION 9 - 3000 Business and Non-Instructional Operations / 3201 - 3218 - Budget Planning Process Policies**

c. The operation of special education programs: [EC 56205(a)(12)(D)(ii)(III)]

**6000 Special Education - Instruction / 6400 Implementation / 6401 Continuum of Program Options -**

The Santa Barbara County Special Education Local Plan Area (SBCSELPA) which is made up of all the school districts in Santa Barbara County and the County Education Office will operate programs which will ensure a continuum of program options for all individuals with exceptional needs in the least restrictive environment. The operation of programs will utilize instructional personnel within the SBCSELPA or outside SBCSELPA that could include non-public agencies to offer the continuum in the most effective manner possible.

(EDUCATION CODE SECTION 56360)

**6000 Special Education - Instruction / 6400 Implementation / 6402 Program and Service Options -**

Individualized education program placement and service provision for ages 0 through 21 years, shall be based on the unique needs of the disabled pupil as identified by the Individualized Education Program (IEP) Team. The placement decision shall not be based upon the availability of services in the Local Plan Area.

The continuum of program options that may be provided shall include, but not necessarily be limited to, all of the following or any combination of the following:

1. Regular education programs consistent with subparagraph (a) of paragraph (5) of subsection (a) of Section 1412 of Title 20 of the United States Code and implementing regulations.
2. A resource specialist program pursuant to Section 56362.
3. Related Services pursuant to Section 56363.
4. Special classes pursuant to Section 56364.2.
5. Nonpublic, nonsectarian school services pursuant to Section 56365.
6. State special schools pursuant to Section 56367.

SELPA Santa Barbara County

Fiscal Year 2023-24

7. Instruction in settings other than classrooms where specially designed instruction may occur.
8. Itinerant instruction in classrooms, resource rooms, and settings other than classrooms where specially designed instruction may occur to the extent required by federal law or regulation.
9. Instruction using telecommunication, and instruction in the home, in hospitals, and in other institutions to the extent required by federal law or regulation.

A district, SELPA or county office may contract with a hospital to provide related services. However, a district, SELPA or county office may not contract with a sectarian hospital for instructional services.

Coordination of services with other local public agencies which are funded to serve disabled individuals shall be the responsibility of the SBCSELPA. The SBCSELPA Executive Director may consult with local education agency (LEA) special education administrators and business officials from LEAs in SBCSELPA, as needed, to seek input regarding the coordination of services.

(EDUCATION CODE SECTIONS 56195.7(d), 56360, 56361, 56363, 56364, 56365, 56367)

**6000 Special Education - Instruction / 6400 Implementation / 6403 Supplemental Program Options -**

In addition to the Education Code-mandated continuum of program options listed in Santa Barbara County SELPA Policy, individual districts within the SBCSELPA may also provide special education services to students pursuant to an IEP in programs which may include the following:

**1. Special Day Class with Full Inclusion**

A Special Day Class may maintain pupils within the SDC caseload who are mainstreamed in general education for more than 50% of the instructional day. The IEP shall indicate the amount of time the pupil shall be served in the general education setting and the activities of the SDC teacher to support successful full inclusion.

**2. SDC/Inclusion Support**

An SDC teacher may maintain a caseload containing pupils with IEPs who are placed in general education classrooms for 100% of the instructional day, with the SDC inclusion teacher providing support to the general education teachers in curriculum modification, instructional strategies, assignment monitoring, and/or program coordination.

**3. Embedded Special Day Class**

A district may create embedded Special Day Classes by merging a complete SDC with a general education classroom. Team teaching shall be provided as long as the district assures that all IEP goals/objectives and services are addressed and that general education pupil's families have been fully informed regarding the program.

**4. Learning Center Special Education Delivery Options**

A district may elect to provide special education services via a Learning Center model

SELPA Santa Barbara County

Fiscal Year 2023-24

provided the district assures that all IEP goals/objectives and services are met. The Learning Center concept assigns all pupils to age appropriate general education classrooms for appropriate activities such as the opening of school, appropriate instructional and non-instructional activities, special events, lunch, recess, field trips, and other activities as appropriate per each IEP. The Learning Center may include services previously provided via SDC, RSP and/or related services based on each district's defined Learning Center. Learning Centers may also include other categorical services, i.e., ELL/ELD, Title 1, GATE, general education services, and other district/school services.

**5. Departmentalized Special Education Services**

A district may provide departmentalized services, blending services between SDC teachers and RSP teachers, with the IEP specifying the total amount of special education services to be provided. Pupils may receive services from both SDC and RSP staff per the IEP. A case carrier for each student shall be assigned.

**6. Small Group Instruction (SGI)**

A district may provide services to pupils in special education in small group settings utilizing appropriately credentialed special education staff.

**6000 Special Education - Instruction / 6400 Implementation / 6404 Development of Different Resource Options -**

When educational services needed by individual with exceptional needs are not available in the Santa Barbara County Special Education Local Plan Area, the Administrative Unit shall assist the district or County Education Office in developing or locating the needed services or contracting with appropriate public or private agencies.

**6000 Special Education - Instruction / 6400 Implementation / 6405 Entities Responsible for Program Operation -**

Nondirect service school districts will operate programs for individuals with disabilities residing within their district with the following exceptions:

1. The County Education Office will operate infant programs for individuals with disabilities who are within the age range of birth to 3 years and who are eligible for special education.
2. The County Education Office will operate preschool special education programs for individuals with disabilities who are enrolled in preschool programs except for:
  - a. District operated regional programs of low incidence disabilities such as hearing impaired, visually impaired, etc.
  - b. District operated preschool special education programs for individuals with disabilities.

The expectation is that children will enter kindergarten if they are 4.9 years of age as of September 1.

3. Individuals with disabilities who are retained in preschool through the recommendation of the IEP Team (which must include an administrative representative from both the County Education Office and the child's district of residence) shall continue to receive necessary

SELPA Santa Barbara County

Fiscal Year 2023-24

special education services from the County Education Office.

All preschool students shall transition to an appropriate kindergarten program by the student's sixth birthday in order to meet California Compulsory Education Laws.

4. Preschool individuals with an IEP who reside in districts that comprise the Santa Barbara County SELPA (SBCSELPA) may, upon parent request due to employment related reasons, receive preschool special education services in a like program offered as FAPE in the IEP from the County Education Office and district where regional program is operated on a space available basis in regions of the SBCSELPA other than the region where services would normally be provided. In cases where preschool intra-SELPA placements are at parent request rather than pursuant to a recommendation of the IEP Team, transportation for the child shall be the responsibility of the parent.

School age regional program students who reside in districts that comprise the SBCSELPA may, upon parent written request to and approval from the SBCSELPA Executive Director, attend and receive special education services in a like regional program located in a region other than the region where the services would be provided on a space available basis due to parent employment reasons. The SBCSELPA Executive Director will meet with the LEA special education administrator and regional program operators from both regions to discuss the request to ensure the request is appropriate and feasible. The SBCSELPA Executive Director's final decision will be provided to the parent in writing within 30 days from the request unless the request is received when school is not in session pending JPA Board approval. If the request is received when school is not in session, then the final decision will be provided to the parent by September 15<sup>th</sup>. Each intra-SELPA transfer will granted for one year only and a new request must be submitted annually. In cases where the intra-SELPA placement is at parent request rather than pursuant to a recommendation of the IEP Team, transportation for the child shall be the responsibility of the parent. All costs associate with the program, with the exception of transportation, shall be funded as per SBCSELPA Local Plan Policy 3204.

5. Preschool individuals with disabilities whose parents reside outside the boundaries of the SBCSELPA may receive preschool special education services provided by the County Education Office with the consent of the child's district of residence on a space available basis. Any excess costs of special education services received by such individuals shall be billed to the child's district of residence.

6. The County Education Office will operate programs for individuals in direct service districts where programs are not available for such pupils in nondirect service districts.

The governing board of the County Education Office or any district within the SBCSELPA may provide for the education of individual pupils in special education programs maintained by other districts or counties, and may include within the special education program pupils who reside in other districts or counties.

(EDUCATION CODE 56195.5(b))

**6000 Special Education - Instruction / 6400 Implementation / 6406 Responsibility in Individualized Education Program Implementation -**

The individuals responsible for implementing the Individualized Education Program (IEP) at the site level shall ensure a direct correlation between Individualized Education Program (IEP)

Section B: Governance and Administration

SELPA Santa Barbara County

Fiscal Year 2023-24

goals and objectives and instructional practices. Ongoing communication/coordination of instruction and curriculum between all implementers of IEPs shall be developed and maintained.

d. Monitoring the appropriate use of federal, state, and local funds allocated for special education programs: [EC 56205(a)(12)(D)(ii)(IV)]

**3000 Business and Non-Instructional Operations / 3200 Budget Planning -**  
**3201 SELPA Budget -**  
The SBCSELPA Executive Director is responsible for the Santa Barbara County SELPA's budget planning process.  
The SBCSELPA Executive Director may consult with special education administrators and business officials from local education agencies (LEAs) in SBCSELPA as needed, to seek input regarding the budget planning process. The SBCSELPA Executive Director shall report his/her recommendations to include those provided from districts and/or the community to the JPA Board.  
**3202 Procedures for Making Changes in Budgeting -**  
The SBCSELPA Executive Director shall be responsible for making changes in budgetary allocations.  
The SBCSELPA Executive Director may recommend budgetary allocation changes to the JPA Board for approval as deemed necessary. The SBCSELPA Executive Director may consult with special education administrators and business officials from local education agencies (LEAs) in SBCSELPA to seek input regarding such changes.  
**3203 Review of Annual Budget Plan for Subsequent Year -**  
By June 30th of each year, the SBCSELPA Executive Director shall review the proposed Annual Budget Plan and shall submit recommendations to the JPA Board. The SBCSELPA Executive Director may consult with special education administrators and business officials from local education agencies (LEAs) in SBCSELPA as needed, to seek input regarding such recommendations.

12. Describe how specialized equipment and services will be distributed within the SELPA in a manner that minimizes the necessity to serve students in isolated sites and maximizes the opportunities to serve students in the least restrictive environments: [EC 56206]

**6000 Special Education - Instruction / 6400 Implementation / 6401 Continuum of Program Options -**  
The Santa Barbara County Special Education Local Plan Area (SBCSELPA) which is made up of all the school districts in Santa Barbara County and the County Education Office will operate programs which will ensure a continuum of program options for all individuals with exceptional needs in the least restrictive environment. The operation of programs will utilize



instructional personnel within the SBCSELPA or outside SBCSELPA that could include non-public agencies to offer the continuum in the most effective manner possible.  
(EDUCATION CODE SECTION 56360)

**6000 Special Education - Instruction / 6400 Implementation / 6425 Least Restrictive Environment -**

To the maximum extent appropriate, children with disabilities, including those public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of disabled children from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes cannot be achieved satisfactorily.

Special education programs, to the maximum extent appropriate to student's needs, are housed on regular school campuses and dispersed throughout the district.

Programs for students with severe disabilities shall be located in age-appropriate, non-segregated, school settings to the maximum extent possible.

The physical location of the program is intended to facilitate continuing social interaction with students without disabilities.

Long-range plans and commitments for physical housing on regular school campuses are made in order to avoid frequent and disruptive program relocations.

Through long-range commitments for physical housing on regular school campuses, individuals with exceptional needs are afforded opportunities to develop and maintain continuing relationships with nondisabled peers.

**6000 Special Education - Instruction / 6400 Implementation / 6426 Least Restrictive Delivery Systems -**

The Santa Barbara County SELPA will provide a full continuum of program options to meet the educational and service needs of individuals with exceptional needs in the least restrictive environment.

The IEP team shall determine the extent to which an individual with exceptional needs participates in regular education with students without disabilities. The determination of appropriate program placement, related services needed, and curriculum modifications is made by the IEP Team based upon the unique needs of the disabled student rather than the label describing the disabling condition or the availability of programs. Individuals with exceptional needs are offered programs as identified on the IEP which promote maximum interaction with the general school population in a manner which is appropriate to the needs of both. (EC Section 56001(g)).

Program and service alternatives considered by the IEP Team will be documented on the IEP.

Section B: Governance and Administration

SELPA

Fiscal Year

As each service alternative is considered by the IEP Team, significant consideration will be given to the pupil's opportunity to interact with age appropriate regular education peers as well as meeting the educational needs of the pupil. It will be the responsibility of the IEP team to determine the appropriate balance between special services and the regular program. Individuals with exceptional needs shall be grouped for instructional purposes according to their instructional needs (Ed. Code 56031).

**Policies, Procedures, and Programs**

Pursuant to *EC* sections 56122 and 56205(a), the SELPA ensures conformity with Title 20 *United States Code (USC)* and in accordance with Title 34 *Code of Federal Regulations (CFR)* Section 300.201 and has in effect policies, procedures, and programs. For each of the following 23 areas, identify whether or not, each of the following provisions of law are adopted as stated. If the policy is not adopted as stated, briefly describe the SELPA's policy for the given area. In all cases, provide the SELPA policy and procedure numbers (If applicable. Leave blank if not applicable); the document title; and the physical location where the policy can be found.

**1. Free Appropriate Public Education: 20 USC Section 1412(a)(1); EC 56205(a)(1)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a free appropriate public education is available to all children with disabilities residing in the LEA between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school." The policy is adopted by the SELPA as stated:

Yes    No

**2. Full Educational Opportunity: 20 USC Section 1412(a)(2); EC 56205(a)(2)**

Policy/Procedure Number:

Document Title:

Section B: Governance and Administration

SELPA

Fiscal Year

Document Location:

"It shall be the policy of this LEA that all children with disabilities have access to educational programs, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes  No

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**3. Child Find: 20 USC Section 1412(a)(3); EC 56205(a)(3)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that all children with disabilities residing in the State, including children with disabilities who are homeless or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, who are in need of special education and related services, are identified, located, and evaluated. A practical method has been developed and implemented to determine which children with disabilities are currently receiving needed special education and related services." The policy is adopted by the SELPA as stated:

Yes  No

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**4. Individualized Education Program (IEP) and Individualized Family Service Plan (IFSP): 20 USC Section 1412(a)(4); EC 56205(a)(4)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that an IEP, or an IFSP that meets the requirements of 20 USC

Section B: Governance and Administration

SELPA

Fiscal Year

Section 1436 (d), is developed, implemented, reviewed, and revised for each child with a disability who requires special education and related services in accordance with 20 USC Section 1414 (d). It shall be the policy of this LEA that an IEP will be conducted on at least an annual basis to review a student's progress and make appropriate revisions." The policy is adopted by the SELPA as stated:

Yes  No

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**5. Least Restrictive Environment: USC Section 1412(a)(5); EC 56205(a)(5)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the general educational environment, occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily." The policy is adopted by the SELPA as stated:

Yes  No

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**6. Procedural Safeguards: 20 USC Section 1412(a)(6); EC 56205(a)(6)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards according to state and federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes  No

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Section B: Governance and Administration

SELPA

Fiscal Year

**7. Evaluation: 20 USC Section 1412(a)(7); EC 56205(a)(7)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that a reassessment of a child with a disability shall be conducted at least once every three years or more frequently, if appropriate." The policy is adopted by the SELPA as stated:

Yes  No

**8. Confidentiality: 20 USC Section 1412(a)(8); EC 56205(a)(8)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the confidentiality of personally identifiable data, information, and records maintained by the LEA relating to children with disabilities and their parents and families shall be protected pursuant to the Family Educational Rights and Privacy Act, non-academic programs, and services available to non-disabled children." The policy is adopted by the SELPA as stated:

Yes  No

**9. Part C to Part B Transition: 20 USC Section 1412(a)(9); EC 56205(a)(9)**

Policy/Procedure Number:

Section B: Governance and Administration

SELPA

Fiscal Year

Document Title:

Document Location:

"It shall be the policy of this LEA that children participating in early intervention programs under the Individuals with Disabilities Education Act (IDEA), Part C, and who will participate in preschool programs, experience a smooth and effective transition to preschool programs in a manner consistent with 20 USC Section 1437(a)(9). The transition process shall begin prior to the child's third birthday."The policy is adopted by the SELPA as stated:

Yes  No

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**10. Private Schools: 20 USC Section 1412(a)(10); EC 56205(a)(10)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to assure that children with disabilities voluntarily enrolled by their parents in private schools shall receive appropriate special education and related services pursuant to LEA coordinated procedures. The proportionate amount of federal funds will be allocated for the purpose of providing special education services to children with disabilities voluntarily enrolled in private school by their parents." The policy is adopted by the SELPA as stated:

Yes  No

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**11. Local Compliance Assurances: 20 USC Section 1412(a)(11); EC 56205(a)(11)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that the local plan shall be adopted by the appropriate local board(s)

Section B: Governance and Administration

SELPA

Fiscal Year

(district/county) and is the basis for the operation and administration of special education programs, and that the agency(ies) herein represented will meet all applicable requirements of state and federal laws and-regulations, including compliance with the IDEA; the Federal Rehabilitation Act of 1973, Section 504 of Public Law; and the provisions of the California EC, Part 30." The policy is adopted by the SELPA as stated:

Yes  No

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**12. Interagency: 20 USC Section 1412(a)(12); EC 56205(a)(12)(D)(iii)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process." The policy is adopted by the SELPA as stated:

Yes  No

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**13. Governance: 20 USC Section 1412(a)(13); EC 56205(a)(12)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to support and comply with the provisions of the governance bodies and any necessary administrative support to implement the local plan. A final determination that an LEA is not eligible for assistance under this part will not be made without first affording that LEA with reasonable notice and an opportunity for a hearing through the State Education Agency." The policy is adopted by the SELPA as stated:

Yes  No

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SELPA

Fiscal Year

**14. Personnel Qualifications; EC 56205(a)(13)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to ensure that personnel providing special education related services are appropriately and adequately prepared and trained, and that those personnel have the content knowledge and skills to serve children with disabilities. This policy shall not be construed to create a right of action on behalf of an individual student for the failure of a particular LEA staff person to be highly qualified or to prevent a parent from filing a State complaint with the California Department of Education (CDE) about staff qualifications." The policy is adopted by the SELPA as stated:

Yes  No

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**15. Performance Goals and Indicators: 20 USC Section 1412(a)(15); EC 56205(a)(14)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to comply with the requirements of the performance goals and indicators developed by the CDE and provide data as required by the CDE." The policy is adopted by the SELPA as stated:

Yes  No

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**16. Participation in Assessments: 20 USC Section 1412(a)(16); EC 56205(a)(15)**

Policy/Procedure Number:



Section B: Governance and Administration

SELPA

Fiscal Year

Document Title:

Document Location:

"It shall be the policy of this LEA that all students with disabilities shall participate in state and district-wide assessment programs described in 20 USC Subsection 6311. The IEP team determines how a student will access assessments with or without accommodations, or access alternate assessments where necessary and as indicated in their respective Reps.." The policy is adopted by the SELPA as stated:

Yes  No

**17. Supplementation of State, Local, and Federal Funds: 20 USC Section 1412(a)(17); EC 56205(a)(16)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide assurances that funds received from Part B of the IDEA will be expended in accordance with the applicable provisions of the IDEA, and will be used to supplement and not to supplant state, local, and other federal funds." The policy is adopted by the SELPA as stated:

Yes  No

**18. Maintenance of Effort: 20 USC Section 1412(a)(18); EC 56205(a)(17)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA that federal funds will not be used to reduce the level of local funds and/or combined level of local and state funds expended for the education of children with disabilities

Section B: Governance and Administration

SELPA

Fiscal Year

except as provided in federal laws and regulations." The policy is adopted by the SELPA as stated:

Yes  No

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**19. Public Participation: 20 USC Section 1412(a)(19); EC 56205(a)(18)**

Policy/Procedure Number:

Policy/Procedure Title:

Document Location:

"It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comments are available to the general public, including individuals with disabilities and parents of children with disabilities, and are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA." The policy is adopted by the SELPA as stated:

Yes  No

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**20. Suspension and Expulsion: 20 USC Section 1412(a)(22); EC 56205(a)(19)**

Policy/Procedure Number:

Document Title:

Document Location:

"The LEA assures that data on suspension and expulsion rates will be provided in a manner prescribed by the CDE. When indicated by data analysis, the LEA further assures that policies, procedures, and practices related to the development and implementation of the IEPs will be revised." The policy is adopted by the SELPA as stated:

Yes  No

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Section B: Governance and Administration

SELPA

Fiscal Year

**21. Access to Instructional Materials: 20 USC Section 1412(a)(23); EC 56205(a)(20)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to provide instructional materials to blind students or other students with print disabilities in a timely manner according to the state-adopted National Instructional Materials Accessibility Standard." The policy is adopted by the SELPA as stated:

Yes  No

**22. Over-identification and Disproportionality: 20 USC Section 1412(a)(24); EC 56205(a)(21)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prevent the inappropriate over-identification or disproportionate representation by race and ethnicity of children as children with disabilities." The policy is adopted by the SELPA as stated:

Yes  No

**23. Prohibition on Mandatory Medicine: 20 USC Section 1412(a)(25); EC 56205(a)(22)**

Policy/Procedure Number:

Document Title:

Document Location:

"It shall be the policy of this LEA to prohibit school personnel from requiring a student to obtain a prescription for a substance covered by the Controlled Substances Act as a condition of attending

Section B: Governance and Administration

SELPA

Fiscal Year

school or receiving a special education assessment and/or services." The policy is adopted by the SELPA as stated:

Yes  No

**Administration of Regionalized Operations and Services**

Pursuant to *EC* sections 56195.7(c), 56205(a)(12)(B), 56368, and 56836.23, describe the regionalized operation and service functions. Descriptions must include an explanation of the respective roles of the RLA/AU, the SELPA administrator, and the individual LEAs associated with the SELPA. Information provided should include the document title and the location (e.g., SELPA office) for each function:"

1. Coordination of the SELPA and the implementation of the local plan:

Document Title:

SBCSELPA Local Plan

Document Location:

SBCSELPA Office -  
Pgs. 2-9, 3-2, 3-3

Description:

JOINT EXERCISE OF POWERS AGREEMENT  
 SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN  
 AREA

POWERS OF LOCAL EDUCATION AGENCIES  
 The governance of Local Education Agency (LEA) special education programs shall be the responsibility of the LEA governing boards. LEA governing boards shall have and retain authority to receive and budget all special education income allocated by the SBCSELPA Board for programs and services provided by the LEAs, except state regionalized services allocations, and for monitoring the appropriate use of federal, state and local funds allocated for special education programs.

FUNCTIONS OF THE SBCSELPA  
 The SBCSELPA shall be responsible for the following:  
 a. In conjunction with the LEAs who are parties to this Agreement, develop a Local Plan for the education of individuals with exceptional needs.  
 b. Coordinate the special education local plan area and implementation of the local plan.

SBCSELPA EXECUTIVE DIRECTOR – POSITION DESCRIPTION

MAJOR DUTIES AND RESPONSIBILITIES:

Section B: Governance and Administration

SELPA Santa Barbara County

Fiscal Year 2023-24

The SBCSELPA Executive Director shall be responsible for coordinating the development of uniform policies and procedures relating to the operation and implementation of the Santa Barbara County Special Education Local Plan.

**SBCSELPA COORDINATOR – POSITION DESCRIPTION**

**MAJOR DUTIES AND RESPONSIBILITIES:**

The SBCSELPA Coordinator shall assist the SBCSELPA Executive Director in providing administrative support and coordinating regionalized services to each district and county office participating in the Local Plan, including the following:

- a. Implementation of the Local Plan

2. Coordinated system of identification and assessment:

Document Title: SBCSELPA Local Plan

Document Location: SBCSELPA Office -  
Pgs. 2-9, 4-1, 5-1 to 5-2

**JOINT EXERCISE OF POWERS AGREEMENT  
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN  
AREA**

**FUNCTIONS OF THE SBCSELPA**  
The SBCSELPA shall be responsible for the following:

- a. Assure the provision of administrative support and regionalized services to each of the parties in the following areas at levels to be determined by the SBCSELPA, subject to annual budget plan allocations, and at an annual cost not to exceed the annual state appropriations for regionalized services and an amount approved by the SBCSELPA JPA Board and prorated to participating member local education agencies: Coordinated system of identification and assessment and development of uniform policies governing identification, referral and placement of individuals with exceptional needs.

6000 Special Education – Instruction / 6100 Identification and Referral / 6101 Continuous Child Find Notice –  
Each district in the Local Plan Area and the County Education Office shall adopt uniform procedures for actively and systematically seeking

Section B: Governance and Administration

SELPA Santa Barbara County

Fiscal Year 2023-24

Description:

out all individuals with exceptional needs, ages 0 through 21 years, including children not enrolled in public school programs who reside in the district or are under the jurisdiction of the County Education Office. The child find requirement extends to children enrolled in private schools, including parochial schools, children who are homeless, children who are migrant, and children who are wards of the state.

For early childhood programs, children 0 to 5 in age will be sought out in environments such as the following: neonatal intensive care units, hospitals, Head Start programs and other public or private preschools. (EDUCATION CODE SECTION 56205(a) and 56301)

6000 Special Education – Instruction / 6200 Assessment / 6201 Entities Responsible for Assessment –

Each nondirect service district shall be responsible for the assessment of referred school-aged pupils who reside in their district. The County Education Office will be responsible for the assessment of referred students residing in direct service districts. Each nondirect service district and the County Education Office will develop assessment procedures consistent with federal and state laws and regulations and shall employ appropriate personnel to conduct such assessments.

6000 Special Education – Instruction / 6200 Assessment / 6202 Responsibility for Assessment of Pupils Referred for Special Education – Pupils referred for Special Education within Santa Barbara County shall be assessed as follows:

(1) Individuals referred within the ages of birth to 3 years are the responsibility of the County Education Office.

(2) Assessment of individuals referred within the ages of 3 to 4.9 years shall be the responsibility of the County Education Office or the district of residence if they operate pre K programs for students with individualized education plans (IEPs) and "speech only" referrals which may be conducted by the district of residence or as agreed between the County Education Office and districts.

(3) For those referrals where the expertise of assessment of a suspected disability exists with personnel in District operated programs, these District personnel shall be included in the assessment of the referred individual. Preschool children are to be reassessed prior to transitioning from a preschool program to kindergarten or first grade and monitored to determine a continuing need for special education.

Section B: Governance and Administration

SELPA

Fiscal Year

- (4) Within the ages of 3 to 21, individuals referred who attend private schools (other than LCIs or certified non-public schools) shall be assessed by the district where the private school is located.
- (5) Individuals referred who reside in foster family homes or in group homes defined as licensed children's institutions are the responsibility of the non-direct service district in which the individual resides or the County Education Office if the individual resides in a direct service district of Santa Barbara County, except as covered in items 1, 2 and 3 above.
- (6) Assessment of referred individuals who have been placed in a Juvenile Court facility are the responsibility of the District of Residence in collaboration with the Santa Barbara County Education Office.
- (7) Individuals attending public school programs while residing in LCIs become the responsibility of the District or County Education Office operating the program the individual attends.

3. Coordinated system of procedural safeguards:

Document Title:

Document Location:

SPECIAL EDUCATION LOCAL PLAN AREA  
LOCAL EDUCATION AGENCY (LEA) ASSURANCES

PROCEDURAL SAFEGUARDS (20 U.S.C. § 1412 (a)(6))  
It shall be the policy of this LEA that children with disabilities and their parents shall be afforded all procedural safeguards throughout the provision of a free appropriate public education including the identification, evaluation, and placement process.

JOINT EXERCISE OF POWERS AGREEMENT  
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA  
FUNCTIONS OF THE SBCSELPA  
The SBCSELPA shall be responsible for the following:  
a. In conjunction with the LEAs who are parties to this Agreement, develop a Local Plan for the education of individuals with exceptional needs.

Section B: Governance and Administration

SELPA Santa Barbara County

Fiscal Year 2023-24

Description:

b. Coordinate the special education local plan area and implementation of the local plan.

c. Assure the provision of administrative support and regionalized services to each of the parties in the following areas at levels to be determined by the SBCSELPA, subject to annual budget plan allocations, and at an annual cost not to exceed the annual state appropriations for regionalized services and an amount approved by the SBCSELPA JPA Board and prorated to participating member local education agencies: Coordinated system of procedural safeguards.

6000 Special Education – Instruction / 6400 Implementation / 6434 Procedural Safeguards –

The districts and the County Education Office that comprise the Santa Barbara County SELPA shall assure the establishment and maintenance of all procedural safeguards under the Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 and following) as well as those pursuant to Chapter 5 of the Education Code (commencing with Section 56500).

At each Individualized Education Program meeting, the responsible administrator or administrative designee shall inform the parent and pupil of the federal and state procedural safeguards that were provided in the notice of parent rights pursuant to Education Code Section 56321.

The rights and protections afforded to individuals with exceptional needs and their parents include, but are not limited to, the following:

1. The right to initiate a referral of a child for special education services
2. The right to obtain an independent educational assessment
3. The right to participate in the development of the Individualized Education Program and to be informed of the availability of a free appropriate public education under state and federal law
4. The right and opportunity to examine all school records of the child and to receive copies upon request
5. The right to an expeditious resolution of complaints regarding any alleged violations of the Individuals with Disabilities Education Act
6. The right to a fair and impartial administrative hearing at the state level.

(EDUCATION CODE 56195.8(b)(3), 56205(a))



SELPA Santa Barbara County

Fiscal Year 2023-24

4. Coordinated system of staff development and parent and guardian education:

Document Title: SBCSELPA Local Plan

Document Location: SBCSELPA Office -  
Pgs. 2-9, 3-3, 15-1, 3-18 to 3-19

**JOINT EXERCISE OF POWERS AGREEMENT  
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN  
AREA**

**FUNCTIONS OF THE SBCSELPA**  
The SBCSELPA shall be responsible for the following:

- a. In conjunction with the LEAs who are parties to this Agreement, develop a Local Plan for the education of individuals with exceptional needs.
- b. Coordinate the special education local plan area and implementation of the local plan.
- c. Assure the provision of administrative support and regionalized services to each of the parties in the following areas at levels to be determined by the SBCSELPA, subject to annual budget plan allocations, and at an annual cost not to exceed the annual state appropriations for regionalized services and an amount approved by the SBCSELPA JPA Board and prorated to participating member local education agencies: Coordinated system of staff development and parent education including training members of the Community Advisory Committee

**SBCSELPA COORDINATOR – POSITION DESCRIPTION**

**MAJOR DUTIES AND RESPONSIBILITIES:**

3. The SBCSELPA Coordinator shall assist the SBCSELPA Executive Director in providing administrative support and coordinating regionalized services to each district and county office participating in the Local Plan, including the following:

Staff development

4000 Personnel / 4200 Personnel Professional Development / 4201 Personnel Professional Development –  
The Santa Barbara County SELPA will work with districts and the County Education office to make provisions for a continuous staff development program for all teachers serving ages 0 through 21

Section B: Governance and Administration

SELPA Santa Barbara County

Fiscal Year 2023-24

Description:

including special education and general education staff, parents, administrators and other appropriate individuals and community agencies.  
(EDUCATION CODE 56240-56243)

2000 Administration / 2400 Community Advisory Committee / 2402 Role and Purpose –  
Primary Role: The primary role of the Community Advisory Committee (CAC) is to represent the needs and concerns of the parents, school personnel and community agencies regarding services for individuals with exceptional needs to the policy and administrative entity of the Santa Barbara County Special Education Local Plan Area (SBCSELPA). The SBCSELPA JPA Board shall review and consider comments from the Community Advisory Committee.

Purpose: The purpose of the CAC is to stimulate and maintain the interest, participation, and the support of parents and community agencies in the development, and review of the Local Plan in the Santa Barbara County Special Education Local Plan Area.

Primary Responsibilities: The primary responsibilities of the CAC shall be:

1. To meet on a regular basis a minimum of four times per year in order to allow members of the community to present priority needs and concerns relative to operation of the Local Plan;
2. To establish annual priorities for CAC activities;
3. To recommend to the SBCSELPA JPA Board annual priorities related to the development, amendment, and review of the Local Plan;
4. To encourage community involvement in the development and review of the Local Plan;
5. To assist in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the Local Plan;
6. To assist parents in awareness of importance of regular school attendance.
7. To support activities on behalf of individuals with exceptional needs;
8. To facilitate ongoing communication between school staff and

Section B: Governance and Administration

SELPA Santa Barbara County

Fiscal Year 2023-24

parents.

9. To communicate CAC activities to regular and special educators, district boards and the constituents that the CAC members represent.

10. To organize parent education activities on the IEP process.

Implementation of Responsibilities:

All of the responsibilities of the CAC specified above are implemented through regularly scheduled meetings/events. Reports of CAC activities are forwarded to the SBCSELPA district administrators for their review.

(EDUCATION CODE SECTION 56194)

5. Coordinated system of curriculum development and alignment with the core curriculum:

Document Title: SBCSELPA Local Plan

Document Location: SBCSELPA Office -  
Pgs. 2-9, 3-1, 7-41, 7-4, 7-33

**JOINT EXERCISE OF POWERS AGREEMENT  
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN  
AREA**

**FUNCTIONS OF THE SBCSELPA**  
The SBCSELPA shall be responsible for the following:

- a. In conjunction with the LEAs who are parties to this Agreement, develop a Local Plan for the education of individuals with exceptional needs.
- b. Coordinate the special education local plan area and implementation of the local plan.
- c. Assure the provision of administrative support and regionalized services to each of the parties in the following areas at levels to be determined by the SBCSELPA, subject to annual budget plan allocations, and at an annual cost not to exceed the annual state appropriations for regionalized services and an amount approved by the SBCSELPA JPA Board and prorated to participating member local education agencies: Coordinated system of curriculum development and alignment with the core curriculum.

**SBCSELPA EXECUTIVE DIRECTOR – POSITION DESCRIPTION**

SELPA Santa Barbara County

Fiscal Year 2023-24

**MAJOR DUTIES AND RESPONSIBILITIES:**

1. The SBCSELPA Director shall be directly responsible for supervision of staff employed by the SBCSELPA Board, including SBCSELPA Coordinator, and for overall management of the fiscal, personnel and program functions of the SBCSELPA Administrative Office.

2. The SBCSELPA Executive Director shall provide administrative support and coordinate regionalized services to each district and county office participating in the Local Plan, including the following:

a. Oversight of the SBCSELPA comprehensive system for professional development aligned to member LEA/district Local Control Accountability Plans (LCAP).

b. Monitoring, review and evaluation of Member LEA/district special education programs, and oversight of regionalized programs and services

c. Oversight of data collection and operation of the Special Education Management System (SELPA-wide IEP database system). The system used is the SELPA Information Records Analytic Support (SIRAS).

d. Oversight of coordinated system of curriculum development and alignment with the core curriculum

6000 Special Education – Instruction / 6400 Implementation / 6432 Participation of Students who Require Special Education in the California Reading Initiative –

The local education agencies that comprise the Santa Barbara County SELPA shall ensure that students who require special education will participate in the California Reading Initiative.

Description:

Special education instructional personnel will participate in staff development inservice opportunities in the area of literacy that include:

1. Information about current literacy and learning research

2. State-adopted standards and frameworks

3. Increased participation of students with disabilities in statewide student assessments

4. Research-based instructional strategies for teaching reading to a wide

SELPA Santa Barbara County

Fiscal Year 2023-24

range of diverse learners in order to increase the percentage of children with disabilities who are literate.

The local education agencies that comprise the Santa Barbara County SELPA shall also ensure that students with disabilities will have full access to all required core curriculum including state-adopted core curriculum textbooks and supplementary textbooks and instructional materials and support in order that students with disabilities attain higher standards in reading.

(STATE BOARD REQUIREMENT)

6000 Special Education – Instruction / 6400 Implementation / 6403 Supplemental Program Options –

In addition to the Education Code-mandated continuum of program options listed in Santa Barbara County SELPA Policy, individual districts within the SBCSELPA may also provide special education services to students pursuant to an IEP in programs which may include the following:

**2. SDC/Inclusion Support**

An SDC teacher may maintain a caseload containing pupils with IEPs who are placed in general education classrooms for 100% of the instructional day, with the SDC inclusion teacher providing support to the general education teachers in curriculum modification, instructional strategies, assignment monitoring, and/or program coordination.

6000 Special Education – Instruction / 6400 Implementation / 6426 Least Restrictive Delivery Systems –

The Santa Barbara County SELPA will provide a full continuum of program options to meet the educational and service needs of individuals with exceptional needs in the least restrictive environment.

The IEP team shall determine the extent to which an individual with exceptional needs participates in regular education with students without disabilities. The determination of appropriate program placement, related services needed, and curriculum modifications is made by the IEP Team based upon the unique needs of the disabled student rather than the label describing the disabling condition or the availability of programs. Individuals with exceptional needs are offered programs as identified on the IEP which promote maximum interaction with the general school population in a manner which is appropriate to the needs of both. (EC Section 56001(g)).

Section B: Governance and Administration

SELPA Santa Barbara County

Fiscal Year 2023-24

6. Coordinated system internal program review, evaluation of the effectiveness of the local plan, and implementation of the local plan accountability system:

Document Title: SBCSELPA Local Plan

Document Location: SBCSELPA Office -  
Pgs. 2-9, 3-3

Description: 

JOINT EXERCISE OF POWERS AGREEMENT  
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN  
AREA

8. FUNCTIONS OF THE SBCSELPA  
The SBCSELPA shall be responsible for the following:

- a. In conjunction with the LEAs who are parties to this Agreement, develop a Local Plan for the education of individuals with exceptional needs.
- b. Coordinate the special education local plan area and implementation of the local plan.
- c. Assure the provision of administrative support and regionalized services to each of the parties in the following areas at levels to be determined by the SBCSELPA, subject to annual budget plan allocations, and at an annual cost not to exceed the annual state appropriations for regionalized services and an amount approved by the SBCSELPA JPA Board and prorated to participating member local education agencies: Coordinated system of internal program review, evaluation of the effectiveness of the local plan, and implementation of a local plan accountability mechanism to include monitoring of performance goals and indicators.

SBCSELPA COORDINATOR – POSITION DESCRIPTION

MAJOR DUTIES AND RESPONSIBILITIES:

- 1. Under the direction of the SBCSELPA Executive Director, the SBCSELPA Coordinator shall be responsible for the development and implementation of regionalized services in the area of comprehensive personnel development, program development, and program review.
- 2. The SBCSELPA Coordinator shall assist the SBCSELPA Executive Director in managing the SELPA. Special emphasis will be given to facilitation of the Community Advisory Committee, standardization of procedures and quality control (in the areas of assessment, placement, and procedural due process), information dissemination, program

Section B: Governance and Administration

SELPA

Fiscal Year

development, supervision of SBCSELPA administered services, and other duties as assigned.

3. The SBCSELPA Coordinator shall assist the SBCSELPA Executive Director in providing administrative support and coordinating regionalized services to each district and county office participating in the Local Plan, including the following:

- a. Implementation of the Local Plan
- b. Special Education Self Review (SESR)
- c. Audiological services
- d. Ongoing program review

7. Coordinated system of data collection and management:

Document Title:

Document Location:

Description:

Section B: Governance and Administration

SELPA Santa Barbara County

Fiscal Year 2023-24

8. Coordination of interagency agreements:

Document Title: SBCSELPA Local Plan

Document Location: SBCSELPA Office -  
Pgs. 2-9, 1-5, 2-2, 3-2, 3-3, 7-44

JOINT EXERCISE OF POWERS AGREEMENT  
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN  
AREA

FUNCTIONS OF THE SBCSELPA

The SBCSELPA shall be responsible for the following:

- a. In conjunction with the LEAs who are parties to this Agreement, develop a Local Plan for the education of individuals with exceptional needs.
- b. Coordinate the special education local plan area and implementation of the local plan.
- c. Assure the provision of administrative support and regionalized services to each of the parties in the following areas at levels to be determined by the SBCSELPA, subject to annual budget plan allocations, and at an annual cost not to exceed the annual state appropriations for regionalized services and an amount approved by the SBCSELPA JPA Board and prorated to participating member local education agencies: Coordination of interagency agreements and development of policies and procedures relating to the coordination with other local public agencies that serve the individuals with exceptional needs.

SPECIAL EDUCATION LOCAL PLAN AREA  
LOCAL EDUCATION AGENCY (LEA) ASSURANCES

INTERAGENCY (20 U.S.C. § 1412 (a)(12))

It shall be the policy of this LEA that interagency agreements or other mechanisms for interagency coordination are in effect to ensure services required for free appropriate public education are provided, including the continuation of services during an interagency dispute resolution process.

SANTA BARBARA COUNTY  
SPECIAL EDUCATION LOCAL PLAN AREA  
GOVERNANCE STRUCTURE



SELPA Santa Barbara County

Fiscal Year 2023-24

Description:

**WHAT ARE THE RESPONSIBILITIES OF THE SELPA?**  
The responsibilities include planning for allocation of funds received by the SBCSELPA to provide staff for the special education programs and services operated by the participating districts and the County Education Office. Funds for staff development, low incidence services and equipment, and program specialists are allocated by the SBCSELPA for services in the districts. Regionalized Services funds support the SBCSELPA office. The office reports data to the California Department of Education, such as the December Special Education Pupil Count and June Pupil Data Report. The SBCSELPA is responsible for policy development, nonpublic school placements of district students as appropriate, allocation and reimbursement of funding for dispute resolution/due process, governance of participating LEAs adherence to SBCSELPA policies and procedures and oversight of interagency agreements with agencies such as Tri-Counties Regional Center and California Children Services.

**SBCSELPA EXECUTIVE DIRECTOR – POSITION DESCRIPTION**

**MAJOR DUTIES AND RESPONSIBILITIES:**  
The SBCSELPA Executive Director shall provide administrative support and coordinate regionalized services to each district and county office participating in the Local Plan, including the following: Coordination and oversight of development of Interagency Agreements.

**SBCSELPA COORDINATOR – POSITION DESCRIPTION**

**MAJOR DUTIES AND RESPONSIBILITIES:**  
3. The SBCSELPA Coordinator shall assist the SBCSELPA Executive Director in providing administrative support and coordinating regionalized services to each district and county office participating in the Local Plan, including the following:

Coordinate interagency agreements

6000 Special Education – Instruction / 6400 Implementation / 6435 Interagency/Memorandum of Understanding Agreements –  
The Santa Barbara County SELPA Executive Director in consultation with an ad hoc committee will establish, maintain and revise as necessary the agreements with the following local public agencies:

1. California Children Services
2. Tri-Counties Regional Center

Section B: Governance and Administration

SELPA Santa Barbara County

Fiscal Year 2023-24

- 3. Department of Rehabilitation
  - 4. Community Action Commission, Head Start
  - 5. Tri-Counties Regional Center, Part C
- All interagency/ memorandum of understanding agreements shall be approved by the JPA Board.
- Other interagency/memorandum of understanding agreements may be established as deemed necessary.

9. Coordination of services to medical facilities:

Document Title: SBCSELPA Local Plan

Document Location: SBCSELPA Office -  
Pgs. 2-9, 13-15, 6-2, 7-38

**JOINT EXERCISE OF POWERS AGREEMENT  
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN  
AREA**

**FUNCTIONS OF THE SBCSELPA**  
The SBCSELPA shall be responsible for the following:

- a. In conjunction with the LEAs who are parties to this Agreement, develop a Local Plan for the education of individuals with exceptional needs.
- b. Coordinate the special education local plan area and implementation of the local plan.
- c. Assure the provision of administrative support and regionalized services to each of the parties in the following areas at levels to be determined by the SBCSELPA, subject to annual budget plan allocations, and at an annual cost not to exceed the annual state appropriations for regionalized services and an amount approved by the SBCSELPA JPA Board and prorated to participating member local education agencies: Coordination of services to medical facilities.

3000 Business and Non-Instructional Operations / 3700 Facilities / 3702 Medical Therapy Units and Satellite Facilities –  
School districts and the County Education Office shall, on behalf of the SBCSELPA, provide facilities for Medical Therapy Units in accordance with the provisions of Government Code 7575(d), the existing State

Section B: Governance and Administration

SELPA Santa Barbara County

Fiscal Year 2023-24

Description:

Interagency Agreement between the California Department of Education, Division of Special Education and the State Department of Health Services, California Children Services, and the local Interagency Agreement between the Special Education Local Plan Area and the Santa Barbara County Health Care Services, and California Children Services. Operation, space, and equipment costs of Medical Therapy Units shall be included in the Administrative and Support Budget of the SBCSELPA.

Satellite facilities may be operated at the discretion of a local school district or group of school districts when there are a sufficient number of CCS eligible children for CCS to provide therapy services in a satellite program. In such cases, the SBCSELPA Executive Director shall provide coordination between the district(s) and CCS in establishing the satellite.

If a CCS satellite facility is established at the discretion of a local district or group of districts, then the local district(s) shall be responsible for all costs of operation of such a satellite facility.

If a satellite facility is established based upon identified need with the agreement of both the SBCSELPA, through JPA Board approval, and California Children Services, then the operation, space, and equipment costs of such a satellite shall be included in the Administrative and Support Budget of the SBCSELPA.  
(G.C. 7575(d))

6000 Special Education – Instruction / 6300 Instructional Planning and Individualized Education Program / 6302 Responsibility of Individualized Education Program Teams –  
District or County Education Office Individualized Education Program (IEP) Teams will make placement recommendations for programs operated within their district of responsibility, except as follows:  
1. Special education services for eligible students placed in public hospitals, proprietary hospitals and other residential medical facilities shall be provided by the school district in which the facility is located.

6000 Special Education – Instruction / 6400 Implementation / 6429 Services for Individuals with Exceptional Needs Placed in Public Hospitals, Proprietary Hospitals, and Other Residential Medical Facilities –  
Educational services for individuals with exceptional needs placed in public hospitals, proprietary hospitals, and other residential medical facilities shall be provided to eligible pupils by the school district in which

Section B: Governance and Administration

SELPA Santa Barbara County

Fiscal Year 2023-24

the hospital is located. If the hospital is located within the boundaries of a direct service district, the educational services shall be provided by the Santa Barbara County Education Office.  
(EDUCATION CODE 56195.7(e))

10. Coordination of services to licensed children's institutions and foster family homes:

Document Title: SBCSELPA Local Plan

Document Location: SBCSELPA Office -  
Pgs. 2-9, 4-3 to 4-4, 5-2, 6-2, 7-39, 9-28

**JOINT EXERCISE OF POWERS AGREEMENT  
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN  
AREA**

**FUNCTIONS OF THE SBCSELPA**  
The SBCSELPA shall be responsible for the following:

- a. In conjunction with the LEAs who are parties to this Agreement, develop a Local Plan for the education of individuals with exceptional needs.
- b. Coordinate the special education local plan area and implementation of the local plan.
- c. Assure the provision of administrative support and regionalized services to each of the parties in the following areas at levels to be determined by the SBCSELPA, subject to annual budget plan allocations, and at an annual cost not to exceed the annual state appropriations for regionalized services and an amount approved by the SBCSELPA JPA Board and prorated to participating member local education agencies: Coordination of services to individuals with exceptional needs placed in licensed children’s institutions and foster family homes.

6000 Special Education – Instruction / 6100 Identification and Referral / 6103 Appointment of Surrogate Parents –  
The local education agencies that make up the Santa Barbara County SELPA shall ensure that a surrogate parent is appointed to represent an individual with disabilities or pupil suspected of meeting eligibility requirements as an individual with disabilities in matters relating to identification, assessment, instructional planning and development, educational placement, reviewing and revising the Individualized Education Program and in other matters relating to the provision of a FAPE.

SELPA Santa Barbara County

Fiscal Year 2023-24

It will be the responsibility of each district to conduct a reasonable search for all parents who retain educational rights over their children. In the event that they cannot be located, a reasonable search will be deemed to have been conducted when the district has sent one letter to the last known address and has made a follow-up phone call.

Each local education agency in the Santa Barbara County SELPA will be responsible for appointing a surrogate whenever the whereabouts of the parents or guardian of the child are not known or available or the child is a ward of the state. Status of students already enrolled will be determined by the district of attendance. "New" incoming students' status will be determined by the district of residence.

A local education agency shall make reasonable efforts to ensure the appointment of a surrogate parent not more than 30 days after the LEA determines that a child needs a surrogate parent.

The surrogate parent may provide any written consent related to the individualized education program as well as to non-emergency medical services, mental health services, and occupational and physical therapy services to be provided pursuant to Chapter 26.5 of the Government Code.

In addition to being free of a conflict of interest, surrogate parents will have received training in confidentiality and parent rights as they pertain to protecting the interests to the child.

In making surrogate parent appointments the district shall select as a first preference a relative caretaker, foster parent of the child or court appointed special advocate.

Surrogate parents will be recruited and selected by each district. Persons selected as surrogate parents must:

1. Have no interest which conflicts with the interests of the child he/she represents;
2. Have knowledge and skills that insure adequate representation of the child;
3. Not be an employee of a public agency that is involved in the education or care of the child;
4. Be willing to commit time and energy in preparation for IEP meetings;

SELPA Santa Barbara County

Fiscal Year 2023-24

5. Be culturally sensitive to the child they are representing.

The Santa Barbara County SELPA will train surrogate parents and administer a post-test at the end of the training. The training will include the following:

The IEP process  
Special Education Law  
An overview of different disabling conditions  
Curriculum issues  
Confidentiality issues

A surrogate parent's term of appointment will be for 1 year. The district will be responsible for monitoring the surrogate parent and determining if the term of appointment should be renewed.

A surrogate parent's appointment will be automatically terminated for the following reasons: conflict of interest, a student is no longer eligible for special education, student reaches the age of majority, surrogate fails to adequately perform duties, or the parent is located.  
(EDUCATION CODE 56050)

6000 Special Education – Instruction / 6200 Assessment / 6202 Responsibility for Assessment of Pupils Referred for Special Education – Pupils referred for Special Education within Santa Barbara County shall be assessed as follows:

(1) Individuals referred within the ages of birth to 3 years are the responsibility of the County Education Office.

(2) Assessment of individuals referred within the ages of 3 to 4.9 years shall be the responsibility of the County Education Office or the district of residence if they operate pre K programs for students with individualized education plans (IEPs) and "speech only" referrals which may be conducted by the district of residence or as agreed between the County Education Office and districts.

(3) For those referrals where the expertise of assessment of a suspected disability exists with personnel in District operated programs, these District personnel shall be included in the assessment of the referred individual. Preschool children are to be reassessed prior to transitioning from a preschool program to kindergarten or first grade and monitored to determine a continuing need for special education.

Description:

SELPA Santa Barbara County

Fiscal Year 2023-24

(4) Within the ages of 3 to 21, individuals referred who attend private schools (other than LCIs or certified non-public schools) shall be assessed by the district where the private school is located.

(5) Individuals referred who reside in foster family homes or in group homes defined as licensed children's institutions are the responsibility of the non-direct service district in which the individual resides or the County Education Office if the individual resides in a direct service district of Santa Barbara County, except as covered in items 1, 2 and 3 above.

(6) Assessment of referred individuals who have been placed in a Juvenile Court facility are the responsibility of the District of Residence in collaboration with the Santa Barbara County Education Office.

(7) Individuals attending public school programs while residing in LCIs become the responsibility of the District or County Education Office operating the program the individual attends.

6000 Special Education – Instruction / 6300 Instructional Planning and Individualized Education Program / 6302 Responsibility of Individualized Education Program Teams –

District or County Education Office Individualized Education Program (IEP) Teams will make placement recommendations for programs operated within their district of responsibility, except as follows:

1. Individuals with exceptional needs who are within the age range of birth to 3 years and who are enrolled, or may be enrolled, in special education programs in public schools within the boundaries of the Santa Barbara County SELPA are the responsibility of the County Education Office IEP Teams, except when a district chooses to operate appropriate programs which may meet the needs of the student.

2. County Education Office IEP Teams will be responsible for all referrals of individuals who are within the age range of 3 to 4.9 years, except for those referrals for special education services where districts operate programs which appear to meet the needs of the suspected disability of the referred individuals. In the latter cases, the district administrator and specialist shall be invited to the IEP Team meeting to assist in the determination of need, frequency and/or duration of service.

3. Individuals with exceptional needs residing in foster family homes and in group homes defined as LCIs are the responsibility of the IEP Team of the nondirect service district in which the individual resides and of the

SELPA Santa Barbara County

Fiscal Year 2023-24

IEP Team of the County Education Office for direct service districts if the individual resides in a direct service district of Santa Barbara County.

4. Individuals with exceptional needs ages 18 to 22 years old residing in foster family homes and in group homes defined as LCIs are the responsibility of the district where they reached the age of majority or the district of residence of their conservator (if conserved). The district of responsibility may contact the district where the LCI is located to determine if they are able and willing to serve the student. All costs associated with the placement shall be the fiscal responsibility of the district where the student reached the age of majority or where the conservator resides (if the student is conserved).  
6000 Special Education – Instruction / 6400 Implementation / 6430 Licensed Childrens Institutions and Foster Family Homes –  
The Santa Barbara County SELPA (SBCSELPA) shall assure the provision of appropriate education to individuals with exceptional needs residing in LCI's and Foster Family Homes located in Santa Barbara County.

Children residing in Licensed Childrens Institutions and foster homes located in the SBCSELPA have available to them the full continuum of services which is available to any other child whose district of residence falls within the geographic boundaries of Santa Barbara County. Access to these services will be achieved in the same manner as required for all other children eligible to receive services in the SBCSELPA.  
(EDUCATION CODE 56195.7(f))

3000 Business and Non-Instructional Operation / 3200 Budget Planning Process / 3204 AB 602 Special Education Fiscal Allocation Plan  
(Continued) –

- Student is assigned to an ed specialist (SPED teacher) for more than 50% of the day either in pull out or general education setting receiving SAI (CASEMIS Code 330)
- Student is assigned a 1:1 assistant for more than 50% of the day (CASEMIS Code 340 or 350)
- Student is assigned an NPA service for 20 hours or more weekly (CASEMIS Code 400)

Reimbursable costs associated with students with a high level of needs who are attending LEA special day class (SDC) shall be calculated annually as per the following funding formula:

- LEAs will receive LCI funding based on their total percentage of students with high needs attending LCI SDC compared to the total ADA of students with a high level of needs attending LCI SDC in the



Section B: Governance and Administration

SELPA

Fiscal Year

SBCSELPA.

- Transportation costs will not be reimbursable through SBCSELPA and shall be offset by pupil ADA collected by the LEA.

The annual billing period will be June 1st – May 31st. The overlap in school years will allow LEAs to submit their final billing each year by June 30th of the current year.

Note that Individuals with exceptional needs ages 18 to 22 years old residing in foster family homes and in group homes defined as LCIs are the fiscal responsibility of the district where they reached the age of majority or the district of residence of their conservator (if conserved). The district of responsibility may contact the district where the LCI is located to determine if they are able and willing to serve the student. All costs associated with the placement shall be the fiscal responsibility of the district where the student reached the age of majority or where the conservator resides (if the student is conserved) and are not reimbursable out of SBCSELPA LCI funding.

11. Preparation and transmission of required special education local plan area reports:

Document Title:

Document Location:

Description:

12. Fiscal and logistical support of the CAC:

Document Title:

Document Location:

SELPA Santa Barbara County

Fiscal Year 2023-24

**SBCSELPA COORDINATOR – POSITION DESCRIPTION**

**MAJOR DUTIES AND RESPONSIBILITIES:**  
The SBCSELPA Coordinator shall assist the SBCSELPA Executive Director in providing administrative support and coordinating regionalized services to each district and county office participating in the Local Plan, including the following:

Under the direction of the SBCSELPA Executive Director, the SBCSELPA Coordinator shall serve as Executive Secretary to the Community Advisory Committee and be responsible for the preparation of agendas and minutes of meetings of the CAC.

2000 Administration / 2400 Community Advisory Committee / 2402 Role and Purpose –  
Primary Role: The primary role of the Community Advisory Committee (CAC) is to represent the needs and concerns of the parents, school personnel and community agencies regarding services for individuals with exceptional needs to the policy and administrative entity of the Santa Barbara County Special Education Local Plan Area (SBCSELPA). The SBCSELPA JPA Board shall review and consider comments from the Community Advisory Committee.

2000 Administration / 2400 Community Advisory Committee / 2414 Notice of Meeting –  
Regularly scheduled or special meetings of the Community Advisory Committee (CAC) shall be announced at least one week prior to the meeting date, with the public invited to attend. Such notices shall state the day, date, hour and location of the meeting. It is the responsibility of the Special Education Local Plan Area Executive Director or designee to announce notices of CAC meetings.

**JOINT EXERCISE OF POWERS AGREEMENT  
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA**

**FUNCTIONS OF THE SBCSELPA**  
The SBCSELPA shall be responsible for the following:

- a. In conjunction with the LEAs who are parties to this Agreement, develop a Local Plan for the education of individuals with exceptional needs.
- b. Coordinate the special education local plan area and implementation of the local plan.

Description:

Section B: Governance and Administration

SELPA Santa Barbara County

Fiscal Year 2023-24

c. Assure the provision of administrative support and regionalized services to each of the parties in the following areas at levels to be determined by the SBCSELPA, subject to annual budget plan allocations, and at an annual cost not to exceed the annual state appropriations for regionalized services and an amount approved by the SBCSELPA JPA Board and prorated to participating member local education agencies: Fiscal and logistical support of the Community Advisory Committee.

3000 Business and Non-Instructional Operations / 3100 Income / 3101 Process of Distribution of State and Federal Funds – State and federal funds received by the Santa Barbara County SELPA for the provision of services to students with disabilities shall be distributed among the local education agencies that make up the SBCSELPA pursuant to the methodology contained in the SBCSELPA’s AB 602 Special Education Fiscal Allocation Plan.

The SBCSELPA’s Fiscal Allocation Plan shall be approved and amended as needed pursuant to the SBCSELPA policymaking process described in SBCSELPA Policy 8103, Adoption of Policies and Procedures.  
(EDUCATION CODE SECTION 56195.7(i))

13. Coordination of transportation services for individuals with exceptional needs:

Document Title: SBCSELPA Local Plan

Document Location: SBCSELPA Office -  
Pgs. 2-10, 7-24 to 7-25, 7-26, 7-35, 9-13, 9-28, 12-1 to 12-5

**JOINT EXERCISE OF POWERS AGREEMENT  
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN  
AREA**

**FUNCTIONS OF THE SBCSELPA**  
The SBCSELPA shall be responsible for the following:

- a. In conjunction with the LEAs who are parties to this Agreement, develop a Local Plan for the education of individuals with exceptional needs.
- b. Coordinate the special education local plan area and implementation of the local plan.
- c. Assure the provision of administrative support and regionalized services to each of the parties in the following areas at levels to be determined by the SBCSELPA, subject to annual budget plan

Section B: Governance and Administration

SELPA Santa Barbara County

Fiscal Year 2023-24

allocations, and at an annual cost not to exceed the annual state appropriations for regionalized services and an amount approved by the SBCSELPA JPA Board and prorated to participating member local education agencies: Coordination of transportation services for individuals with exceptional needs.

6000 Special Education – Instruction / 6400 Implementation / 6419 Special Transportation Criteria – Individualized Education Program (IEP) Teams shall use a least restrictive concept in specifying the mode of transportation for students enrolled in special education. The modes of transportation that may be used shall include:

1. Walking to neighborhood school.
2. Riding the regular bus from a pick-up point with students without disabilities.
3. Riding a special education bus from a pick-up point.
4. Riding a special education bus from curb to curb.
5. Other arrangements for transportation.

Students with disabilities who are capable of walking to a pick-up station may require special transportation because of age, or the nature or severity of their disability.

Students with disabilities attending other than their neighborhood school who are capable of walking to a pick-up station may require special transportation because of the nature or severity of their disability, or their age.

Students with disabilities attending a school other than their neighborhood school may require special transportation because they are not capable of walking to and from school due to their age, or because of the nature of their disability.

The local education agencies that comprise the Santa Barbara County SELPA (SBCSELPA) and that provide special transportation for students with disabilities shall ensure compatibility between mobile seating devices when used, and the securement systems required by Federal Motor Vehicle safety standards No. 222 (49 C.F.R. 571.222).

Section B: Governance and Administration

SELPA Santa Barbara County

Fiscal Year 2023-24

Local education agencies of the SBCSELPA that contract for transportation services for students with disabilities shall ensure that the contracted transportation agency has implemented procedures to ensure compatibility between mobile seating devices when used, and the securement systems required by Federal Motor Vehicle safety standards No. 222 (49 C.F.R. 571.222).

The local education agencies of the SBCSELPA shall ensure that all school bus drivers are trained in the proper installation of mobile seating devices in the securement systems.  
(EDUCATION CODE SECTIONS 56195.8 (b)(5))

6000 Special Education – Instruction / 6400 Implementation / 6419 Special Transportation for Related Services –

1. Special transportation shall be made available to access a related service when the related service is not available at the child’s school of attendance.
2. Reimbursement for transportation provided by the parent shall be the responsibility of the district of residence or County Education Office. The rate of reimbursement will be set by the respective board.

6000 Special Education – Instruction / 6400 Implementation / 6428 Standards and Contracting Requirements for Non Public Schools and Agencies –

The Santa Barbara County SELPA (SBCSELPA) and its member local education agencies shall enter into master contracts for the provision of special education and/or related services only with nonpublic schools and agencies that have been certified by the California Department of Education as meeting appropriate standards relating to the required special education and specified related services and facilities for individuals with disabilities.

Master contracts developed for nonpublic, nonsectarian school or agency services shall be consistent with the provisions of California Education Code Sections 56366(a)(1), 56366(b) and 56366(d), and policy memorandums issued by the California Department of Education.

The master contract shall specify the general administrative and financial agreements between the nonpublic, nonsectarian school or agency and the SBCSELPA or contracting local education agency, as appropriate, to provide special education and related services, as well as transportation as specified in the pupil’s individualized education program.

Section B: Governance and Administration

SELPA Santa Barbara County

Fiscal Year 2023-24

Description:

3000 Business and Non-Instructional Operation / 3200 Budget Planning Process / 3204 AB 602 Special Education Fiscal Allocation Plan – X. EXTENDED SCHOOL YEAR (ESY)  
LEA's shall be responsible for the set up and operation of ESY programs for non-regional program students enrolled in their LEA.

(9-28)

- Student is assigned to an ed specialist (SPED teacher) for more than 50% of the day either in pull out or general education setting receiving SAI (CASEMIS Code 330)
- Student is assigned a 1:1 assistant for more than 50% of the day
- Student is assigned an NPA service for 20 hours or more weekly

Reimbursable costs associated with students with a high level of needs who are attending LEA special day class (SDC) shall be calculated annually as per the following funding formula:

- LEAs will receive LCI funding based on their total percentage of students with high needs attending LCI SDC compared to the total ADA of students with a high level of needs attending LCI SDC in the SBCSELPA.

- Transportation costs will not be reimbursable through SBCSELPA and shall be offset by pupil ADA collected by the LEA.

3000 Business and Non-Instructional Operations / 3600 Special Transportation / 3601 Provision of Special Transportation – Special Education transportation as a related service shall be provided to students with disabilities if written into the Individualized Education Program (IEP) and shall be provided in accordance with the Special Education Local Plan Area's/districts'/County Education Office's regulations and procedural guidelines. Entities operating transportation shall, where appropriate, coordinate the Special Education transportation with the regular home-to-school transportation. (EDUCATION CODE SECTION 56345(a)(3))

3000 Business and Non-Instructional Operations / 3600 Special Transportation / 3602 Responsibility for Transportation – The following criteria shall apply in determining the entity responsible for special transportation:

(1) The County Education Office shall be responsible for arranging transportation for all students with disabilities residing in direct service districts and attending district, other district or county-operated programs.

SELPA Santa Barbara County

Fiscal Year 2023-24

(2) A nondirect service district shall be responsible for arranging for transporting all preschool and school age students with disabilities who reside in their district and attend programs in their district or programs operated by another entity.

(3) Reimbursement for transportation provided by the parent shall be the responsibility of the nondirect service district of residence or the County Education Office for direct service districts. The rate will be set by the respective board.

For purposes of establishing the district of residence for transportation chargebacks, the student’s grade level as of the start of each school year shall be the determining factor. Districts must assume responsibility for providing transportation as follows:

Type of District Student Grade Placement as of the Start of the School Year

K-6 Preschool through Grade 6

K-8 Preschool through Grade 8

Grades 7-12 Grades 7 through 12 (and until exit from public school)

Grades 9-12 Grades 9 through 12 (and until exit from public school)

3000 Business and Non-Instructional Operations / 3600 Special Transportation / 3603 Transportation Agreement –

Each district responsible for transportation shall enter into a transportation agreement with the local education agency providing the transportation. The agreement shall spell out the terms and conditions and include mutually agreed upon reimbursement.

3000 Business and Non-Instructional Operations / 3600 Special Transportation / 3604 Responsibility for Reporting Transportation Costs –

Each district operating programs for students with disabilities and maintaining a transportation program and the County Education Office shall be responsible for reporting transportation costs and requesting state reimbursement for special transportation if they operate or contract for the service.

3000 Business and Non-Instructional Operations / 3600 Special Transportation / 3605 Transportation Chargebacks –

All districts within the Santa Barbara County SELPA shall be responsible for the costs of all special education transportation within the

Section B: Governance and Administration

SELPA

Fiscal Year

SBCSELPA for students who reside within the district’s boundaries with the exception of infants, whose transportation shall be the responsibility of the County Education Office.

For students transported by a district other than the district of residence, the entity providing special transportation shall charge back to the responsible direct or nondirect service district, any non-reimbursed state approved costs and state deficated funding for transportation.

**Non-Direct Service Districts**

For non-direct service districts, the chargeback shall be the difference between the total approved costs of transportation and the base transportation rate for each individual district, with calculations based on student FTEs.

**Direct Service Districts**

For direct service districts, as defined by Education Code, the excess cost of transportation shall be determined by computing the difference between the total pooled base transportation rates of the direct service districts and the total pooled state approved costs for all direct service district students transported.

The transportation excess cost chargeback to direct service districts shall be computed by first determining a per student FTE excess cost for transportation by dividing the total pooled excess transportation cost for direct service districts by the number of direct service district student FTEs transported. Each direct service district’s excess transportation cost will be computed by multiplying the per student FTE excess transportation cost by the number of student FTEs transported from each district.

14. Coordination of career and vocational education and transition services:

Document Title:

Document Location:

**JOINT EXERCISE OF POWERS AGREEMENT  
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN  
AREA**



SELPA Santa Barbara County

Fiscal Year 2023-24

**FUNCTIONS OF THE SBCSELPA**

The SBCSELPA shall be responsible for the following:

- a. In conjunction with the LEAs who are parties to this Agreement, develop a Local Plan for the education of individuals with exceptional needs.
- b. Coordinate the special education local plan area and implementation of the local plan.
- c. Assure the provision of administrative support and regionalized services to each of the parties in the following areas at levels to be determined by the SBCSELPA, subject to annual budget plan allocations, and at an annual cost not to exceed the annual state appropriations for regionalized services and an amount approved by the SBCSELPA JPA Board and prorated to participating member local education agencies: Coordination of career and vocational education and transition services.

**SBCSELPA EXECUTIVE DIRECTOR – POSITION DESCRIPTION**

**MAJOR DUTIES AND RESPONSIBILITIES:**

The SBCSELPA Executive Director shall provide administrative support and coordinate regionalized services to each district and county office participating in the Local Plan, including the following:  
Coordination of vocational education/career education of SBCSELPA students

6000 Special Education – Instruction / 6400 Implementation / 6407 Resource Specialist Program –

The Resource Specialist Program shall provide, but not be limited to, all of the following:

- 1. Provide instruction and services needed for those eligible pupils who are assigned to regular class teachers for the majority of the day.
- 2. Provide information and assistance to eligible pupils and their parents.
- 3. Provide consultation, resource information and material regarding eligible pupils to their parents and regular staff members.
- 4. Coordinate special education services with the regular education program.
- 5. Monitor pupil progress on a regular basis including participating in their review and revisions to IEPs.

SELPA Santa Barbara County

Fiscal Year 2023-24

Description:

6. Refer pupils who do not make progress to the Individualized Education Program Team.

7. Emphasize, at the secondary level, academic achievement, career and vocational development and preparation for adult life. (EDUCATION CODE 56195.8(b)(4) and 56362)

6000 Special Education – Instruction / 6400 Implementation / 6411 Related Services Provision –

Related services include but are not limited to the following:

1. Language, Speech Development and Remediation
2. Audiological Services
3. Orientation and Mobility Instruction
4. Instruction in Home or Hospital
5. Adaptive P.E.
6. Physical/Occupational Therapy
7. Vision Services
8. Specialized Driver Training Instruction
9. Counseling and Guidance
10. Psychological Services (other than assessment and development of the IEP)
11. Parent Counseling and Training
12. Health and Nursing Services
13. Social Worker Services
14. Specially Designed Vocational Education and Career Development
15. Recreation Services
16. Specialized Services for Low Incidence Disabilities such as readers, transcribers and vision and hearing services
17. Supplemental Instruction

6000 Special Education – Instruction / 6400 Implementation / 6415 Provisions for Vocational Career Education-Transition (Continued) –

The Santa Barbara County SELPA is committed to provide individuals with exceptional needs with appropriate vocational and career education in order to facilitate their transition into the community.

Specially designed vocational education and career development for individuals with exceptional needs regardless of severity of disability may include:

1. Providing prevocational programs and assessing work-related skills, interests, aptitudes and attitudes.

Section B: Governance and Administration

SELPA Santa Barbara County

Fiscal Year 2023-24

- 2. Coordinating and modifying the existing vocational education program for individuals with exceptional needs.
  - 3. Assisting individuals in developing attitudes, self-confidence, and vocational competencies to locate, secure, and retain employment in the community or sheltered environment, and to enable such individuals to become participating members of the community.
  - 4. Establishing work training programs.
  - 5. Assisting in job placement.
  - 6. Instructing job trainers and employers as to the unique needs of individuals.
  - 7. Maintaining regularly scheduled contact with all work stations and job site trainers.
  - 8. Coordinating services with the Department of Rehabilitation as designated in the IEP.
- The above vocational and career education activities shall provide for the planning of services to facilitate the transition of pupils from special education programs to the field of work and/or other educational/ vocational training programs.  
(EDUCATION CODE SECTION 51215, 56345.1)

15. Assurance of full educational opportunity:

Document Title: SBCSELPA Local Plan

Document Location: SBCSELPA Office -  
Pgs. 1-3, 2-10, 7-46

SPECIAL EDUCATION LOCAL PLAN AREA  
LOCAL EDUCATION AGENCY (LEA) ASSURANCES

FULL EDUCATIONAL OPPORTUNITY (20 U.S.C. § 1412 (a)(2))  
It shall be the policy of this LEA that all pupils with disabilities have access to educational programs, nonacademic programs, and services available to non-disabled pupils.

JOINT EXERCISE OF POWERS AGREEMENT

SELPA Santa Barbara County

Fiscal Year 2023-24

Description:

SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN AREA

FUNCTIONS OF THE SBCSELPA

The SBCSELPA shall be responsible for the following:

- a. In conjunction with the LEAs who are parties to this Agreement, develop a Local Plan for the education of individuals with exceptional needs.
- b. Coordinate the special education local plan area and implementation of the local plan.
- c. Assure the provision of administrative support and regionalized services to each of the parties in the following areas at levels to be determined by the SBCSELPA, subject to annual budget plan allocations, and at an annual cost not to exceed the annual state appropriations for regionalized services and an amount approved by the SBCSELPA JPA Board and prorated to participating member local education agencies: Assurance of full educational opportunity.

6000 Special Education – Instruction / 6400 Implementation / 6438 Full Educational Opportunity –

Each of the Santa Barbara County SELPA’s local education agencies shall ensure that students with disabilities have access to the educational programs, services and activities available to students without disabilities, including nonacademic and extra-curricular services and activities, and participate in those programs, services and activities as appropriate to their needs.

(EDUCATION CODE SECTION 56205(a))

16. Fiscal administration and the allocation of state and federal funds pursuant to *EC* Section 56836.01—The SELPA Administrator's responsibility for the fiscal administration of the annual budget plan; the allocation of state and federal funds; and the reporting and accounting of special education funding.

Document Title: SBCSELPA Local Plan

Document Location: SBCSELPA Office -  
Pgs. 8-1, 9-1 to 9-37, 9-58

3000 Business and Non-Instructional Operations / 3100 Income / 3101 Process for Distribution of State and Federal Funds –

State and federal funds received by the Santa Barbara County SELPA for the provision of services to students with disabilities shall be distributed among the local education agencies that make up the SBCSELPA pursuant to the methodology contained in the SBCSELPA’s

SELPA Santa Barbara County

Fiscal Year 2023-24

AB 602 Special Education Fiscal Allocation Plan.

The SBCSELPA’s Fiscal Allocation Plan shall be approved and amended as needed pursuant to the SBCSELPA policymaking process described in SBCSELPA Policy 8103, Adoption of Policies and Procedures.  
(EDUCATION CODE SECTION 56195.7(i))

**\*\* SEE LOCAL PLAN SECTION 9 - 3000 Business and Non-Instructional Operations / 3201 - 3204 with Appendix A & B - Budget Planning Process Policies (Pgs. 9-1 to 9-37)\*\***

3000 Business and Non-Instructional Operations / 3200 Budget Planning Process / 3217 Responsibility for Funding Calculations –  
The SBCSELPA Joint Powers Agency Board acknowledges the importance of provision of timely and accurate data and calculations in the development of spreadsheet information for special education fund allocations in areas including but not necessarily limited to costs associated with housing of regional classes and apportionment of special education funding pursuant to the SBCSELPA’s AB 602 Fiscal Allocation Plan.

In conjunction with the above, the SBCSELPA office shall have the responsibility for the following:

- Collecting data for spreadsheet development
- Compiling data in spreadsheet formats, as appropriate
- Providing to SBCSELPA LEA business and special education administrative personnel back-up data and methodology used for all calculations.

The SBCSELPA LEAs shall be responsible for the accuracy of the data submitted to the SBCSELPA office to be used for fiscal calculations.

The SBCSELPA LEAs shall share responsibility with the SBCSELPA office for checking the accuracy of the calculations pursuant to allocation policy guidelines.

Any data or calculation errors identified shall be corrected for the current fiscal year and shall not be applied retroactively to prior fiscal years.

**I. DISTRIBUTION OF FUNDING AND REGIONAL PROGRAM EXPENSES**  
All SBCSELPA apportionments shall be made through the Administrative Unit’s Fund 10.

Description:

Section B: Governance and Administration

SELPA Santa Barbara County

Fiscal Year 2023-24

The Administrative Unit shall record receipt of the apportionments and transfer funds and expenses to member LEAs based on the SBCSELPA Funding Model.

- Regional Program operators shall be reimbursed for program costs by the district of residence (DOR) member LEA for each student attending the regional program.
- The DOR shall record the regional program cost paid to the Regional Program Operator as a transfer between a district or County as appropriate.

17. Direct instructional program support that maybe provided by program specialists in accordance with *EC* Section 56368:

Document Title: SBCSELPA Local Plan

Document Location: SBCSELPA Office - Pgs. 2-10, 2-2, 2-11, 4-16, 9-26

**JOINT EXERCISE OF POWERS AGREEMENT  
SANTA BARBARA COUNTY SPECIAL EDUCATION LOCAL PLAN  
AREA**

**FUNCTIONS OF THE SBCSELPA**  
The SBCSELPA shall be responsible for the following:

- a. In conjunction with the LEAs who are parties to this Agreement, develop a Local Plan for the education of individuals with exceptional needs.
- b. Coordinate the special education local plan area and implementation of the local plan.
- c. Assure the provision of administrative support and regionalized services to each of the parties in the following areas at levels to be determined by the SBCSELPA, subject to annual budget plan allocations, and at an annual cost not to exceed the annual state appropriations for regionalized services and an amount approved by the SBCSELPA JPA Board and prorated to participating member local education agencies: Allocation of program specialist funds for direct instructional program support that may be provided by program specialists in accordance with Education Code Section 56368.

**ANNUAL BUDGET PLAN**  
In addition to the powers and responsibilities presented in Section 6 and 8 above, the SBCSELPA shall, in conjunction with the parties to this Agreement, develop an annual budget plan for Local Plan activities and conduct the required public hearing. The budget plan shall include

SELPA Santa Barbara County

Fiscal Year 2023-24

Description:

provisions setting forth the manner and level to which the SBCSELPA shall be funded.

a. The annual budget plan shall include the expenditure of all regionalized services and program specialist funds allocated by the state legislature. It shall also include the estimated SELPA support and administrative chargeback.

SANTA BARBARA COUNTY  
SPECIAL EDUCATION LOCAL PLAN AREA  
GOVERNANCE STRUCTURE

WHAT ARE THE RESPONSIBILITIES OF THE SELPA?  
The responsibilities include planning for allocation of funds received by the SBCSELPA to provide staff for the special education programs and services operated by the participating districts and the County Education Office. Funds for staff development, low incidence services and equipment, and program specialists are allocated by the SBCSELPA for services in the districts. Regionalized Services funds support the SBCSELPA office. The office reports data to the California Department of Education, such as the December Special Education Pupil Count and June Pupil Data Report. The SBCSELPA is responsible for policy development, nonpublic school placements of district students as appropriate, allocation and reimbursement of funding for dispute resolution/due process, governance of participating LEAs adherence to SBCSELPA policies and procedures and oversight of interagency agreements with agencies such as Tri-Counties Regional Center and California Children Services.

6000 Special Education – Instruction / 6100 Identification and Referral / 6112 Referrals to and Exit from Regional Special Class Programs – Definitions

1. For purposes of this policy, a “regional program” refers to programs operated within and for the SBCSELPA by a district or the County Education Office that serves students with like needs/disabilities in a special class.
2. “Non-direct service district” refers to a district that provides special education services to students with disabilities within their own district by district staff or staff contracted by the district.
3. “Direct service district” refers to small district’s (as defined by Education Code Section 1730) whose special education services are provided by the County Education Office (with the exception of districts

SELPA Santa Barbara County

Fiscal Year 2023-24

in the Santa Ynez Valley Consortium).

4. "Director/Designee refers to an administrator or their designee (may be a coordinator, program specialist, or psychologist) in a district or County Education Office that are designated to oversee special education administrative services and/or commit district/LEA resources.

3000 Business and Non-Instructional Operation / 3100 Budget Planning Process / 3204 AB 602 Special Education Fiscal Allocation Plan  
(Continued) –

XVI. TREATMENT OF CHARTER SCHOOLS  
Charter Schools that are deemed their own LEA for purposes of special education shall receive their special education funding in the same manner as these funds are distributed to nondirect service districts.

XVII. PROGRAM SPECIALIST FUNDING  
Preschool Program Specialist funds will be allocated to the County Education Office. Beginning July 1, 2010, 20% of Pre K funds will be allocated to K-8 LEAs with the percentage increasing 20% annually over a five year time period until 100% of Pre K funds are allocated to districts. Beginning July 1, 2010, 20% of Pre K services will be funded as pay-as-you-go with the percentage increasing 20% annually over a five year time period until Pre K programs are 100% pay-as-you-go.

Preschool personnel development funds will be allocated to the operators of programs for preschool age children based upon the December preschool pupil count.

**Special Education Local Plan Area Services**

1. A description of programs for early childhood special education from birth through five years of age:

Document Title: SBCSELPA Local Plan (Pgs. 1-4, 4-1)

Document Location: SBCSELPA Office

PART C, TRANSITION (20 U.S.C § 1412 (a)(9)) -  
It shall be the policy of this LEA that a transition process for a child who is participating in Early Education Programs (Individuals with Disabilities Education Act [IDEA], Part C) with an IFSP is begun prior to a toddler's third birthday. The transition process shall be smooth, timely and effective for the child and family.



Section B: Governance and Administration

SELPA Santa Barbara County

Fiscal Year 2023-24

Description:

6000 Special Education – Instruction / 6100 Identification and Referral / 6101 Continuous Child Find –  
Each district in the Local Plan Area and the County Education Office shall adopt uniform procedures for actively and systematically seeking out all individuals with exceptional needs, ages 0 through 21 years, including children not enrolled in public school programs who reside in the district or are under the jurisdiction of the County Education Office. The child find requirement extends to children enrolled in private schools, including parochial schools, children who are homeless, children who are migrant, and children who are wards of the state.

For early childhood programs, children 0 to 5 in age will be sought out in environments such as the following: neonatal intensive care units, hospitals, Head Start programs and other public or private preschools.

2. A description of the method by which members of the public, including parents or guardians of individuals with exceptional needs who are receiving services under the local plan, may address questions or concerns to the SELPA governing body or individual administrator:

Document Title:

SBCSELPA Local Plan (Pgs. 1-6, 2-2, 2-3, 2-20 to 2-24)

Document Location:

SBCSELPA Office

Special Education Local Plan Area Local Education Agency (LEA) Assurances

**PUBLIC PARTICIPATION (20 U.S.C § 4745 (a)(19))**  
It shall be the policy of this LEA that public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and parents of children with disabilities are held prior to the adoption of any policies and/or regulations needed to comply with Part B of the IDEA.

Santa Barbara County Special Education Local Plan Area Governance Structure

What are the responsibilities of the SBCSELPA?  
The SBCSELPA Executive Director reports on a monthly basis during the school year to the JPA Board. The Joint Powers Agency Board is the decision-making body for the SBCSELPA and derives its power from the statutes of the State of California and from a Joint Powers Agreement approved by all school districts in the county. It is the policy of the Board to encourage public participation in the Board's activities in order to fully promote communication with interested persons and

SELPA Santa Barbara County

Fiscal Year 2023-24

entities in the county.

**Community Advisory Committee**

The Community Advisory Committee of the Santa Barbara County SELPA is a committee composed of parents of special education children, parents of regular education children, special education and regular education certificated staff, and other representatives from local agencies. The meetings help keep members informed regarding current programs and legislation, and facilitate closer communication and better understanding of mutual goals of school administrators, faculty, parents and community.

While the Community Advisory Committee is composed of specially appointed members, all meetings are open to everyone interested, and the Community Advisory Committee encourages parents to attend CAC meetings.

The primary role of the Santa Barbara County SELPA Community Advisory Committee is to represent the needs and concerns of parents, school personnel and community agencies regarding services for individuals with exceptional needs to the JPA Board. The CAC meetings shall comply with all provisions of the Brown Act. (Government Code Sections 54950 and following)

**8000 Governance / 8100 Joint Powers Agency Board**

**8101 – Organization, Responsibilities and Powers of Joint Powers Agency Board –**

The Joint Powers Agency Board is the governing body of the Santa Barbara County Special Education Local Plan Area and derives its power from the statutes of the State of California and from a Joint Powers Agreement approved by all school districts in the County of Santa Barbara and the Santa Barbara County Education Office. The Board represents the district school boards and the superintendents in Santa Barbara County in the governance of the Santa Barbara County Special Education Local Plan Area.

It is the policy of the Board to encourage public participation in the Board's activities in order to fully promote communication with interested persons and entities in the county. All meetings of the Board are public and accessible to the disabled. Deliberations of the Board, except those appropriate for closed sessions, shall be conducted openly and all actions taken in public session.

Section B: Governance and Administration

SELPA Santa Barbara County

Fiscal Year 2023-24

Description:

The Board holds the SBCSELPA Executive Director responsible for the efficient administration of the Special Education Local Plan Area and the functions of the Joint Powers Agency.

Bylaws will be adopted for its own governance which are consistent herewith and within legal limits.

(EDUCATION CODE. 56205(b)(4))

8102 – Public Participation at JPA Board Meetings –  
Members of the public are encouraged to attend Board meetings and to address the Board concerning any item on the agenda and, during regular meetings, any item within the Board's jurisdiction.

Procedure for Those Wishing to Speak

Before the Board meeting begins, persons wishing to address the Board are requested, but not required, to fill out a “Request to Address the Board” form obtainable from the SELPA Administrative Secretary or from the table near the entrance to the meeting room. The form is to be filled out and returned to the SBCSELPA Executive Director or his/her secretary before the meeting begins. At the appropriate time, the Board Chairperson will call upon the persons requesting to speak.

Public Participation Procedures

In order to conduct business in an orderly and efficient manner, the Board requires that public presentations to the Board comply with the following procedures:

1. Every regular and special meeting agenda shall provide an opportunity for members of the public to address the Board. All such comments will be received during the Public Comments section of the agenda. Individuals who address the Board are limited to three (3) minutes to speak on any item and an total of 10 minutes on all items for their presentation. The Board may limit the total time for all public comment to 30 minutes. (Education Code § 35145.5, Government Code § 54954.3) The Board may determine to take public comments either when agenda items are heard, or during the public comment section of the agenda, preceding the consideration of individual agenda items.
2. All regular meeting agendas shall provide an opportunity for members of the public to comment on matters not listed on the agenda, but within the subject matter jurisdiction of the Board. (Education Code § 35145.5, Government Code § 54954.3)

3. A person wishing to be heard by the Board shall first be recognized by the chairperson and shall then proceed to comment as briefly as the subject permits. Individual speakers will be allowed three minutes to speak on any item, or, if all public comments are taken together before the Board takes up individual agenda items, a total of ten minutes to address the Board on all items will be normally allowed per speaker. The Board may limit the total time for public comment to 30 minutes. With Board consent, the chairperson may increase or decrease the total time allowed for public presentation, depending on the number of persons wishing to be heard. The chairperson may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add.
4. The Board shall not prohibit public criticism of its policies, procedures, programs, services, acts or omissions. (Government Code § 54954.3) In addition, the Board may not prohibit public criticism of individual employees. However, whenever a member of the public initiates specific complaints or charges against an employee, the Board chairperson shall inform the complainant that in order to protect the employee's right to adequate notice before a hearing of such complaints and charges, and also to preserve the ability of the Board to legally consider the complaints or charges in any subsequent evaluation of the employee, it is the policy of the Board to hear such complaints or charges in closed session unless otherwise requested by the employee pursuant to Government Code § 54957.
5. The Board chairperson shall not permit any disturbance or willful interruption of Board meetings. Persistent disruption by an individual or group shall be grounds for the chair to terminate the right of addressing the Board. The Board may remove disruptive individuals and order the room cleared if necessary; in this case, members of the media not participating in the disturbance shall be allowed to remain, and individual(s) not participating in such disturbances may be allowed to remain at the discretion of the Board. When the room is ordered cleared due to a disturbance, further Board proceedings shall concern only matters appearing on the agenda. (Government Code § 54957.9)
6. Without taking action, Board members or SELPA staff may briefly respond to statements made or questions posed by the public about items not appearing on the agenda. Additionally, on their own initiative or in response to questions posed by the public, a Board member or staff member may ask questions for clarification, make a brief announcement, or make a brief report on his/her own activities.

Section B: Governance and Administration

SELPA

Fiscal Year

Furthermore, the Board or a board member may provide a reference to staff or other resources for factual information, ask staff to report back to the Board at a subsequent meeting concerning any matter, or take action directing staff to place a matter of business on a future agenda. (Government Code § 54954.2)

7. Under Board Bylaws, Roberts Rules of Order (Revised) normally guides the conduct of Board meetings. Such rules are intended to apply to Board member deliberations and may not be invoked by other persons. Although Robert's Rules of Order can serve as a useful guide, the Board may use any procedures that allow it to conduct its meeting in an efficient, consistent manner.

Placing Items on The Board's Agenda

Members of the public are permitted to place matters on the Board's agenda that fall within its jurisdiction. Such requests shall be made in writing to the SBCSELPA Executive Director and shall specify the precise subject to be addressed. These matters shall be heard at the next convenient regular JPA Board meeting after the request is received, but not later than the second regular meeting. Upon receipt of a request to place a matter on the agenda, the SBCSELPA Executive Director, in conjunction with the Chairperson of the JPA Board, shall make the decision regarding whether the matter falls within the Board's jurisdiction. The request to place an item on the agenda may be declined if the item is repetitive, defamatory, superfluous, or otherwise improper. The SBCSELPA Executive Director and/or the Chairperson of the JPA Board may provide an alternative process to address certain matters, such as in the case of a complaint against a staff member. Normally, members of the public who place matters on the agenda will be allotted up to ten minutes to present their item, which may be extended at the discretion of the JPA Board Chairperson.

(EDUCATION CODE § 56205(b)(4))

3. A description of a dispute resolution process, including mediation and final and binding arbitration to resolve disputes over the distribution of funding, the responsibility for service provision, and the other governance activities specified within the local plan:

Document Title:

Document Location:

SELPA Santa Barbara County

Fiscal Year 2023-24

**Santa Barbara County Special Education Local Plan Area Governance Structure**

What are the responsibilities of the SBCSELPA?

The responsibilities include planning for allocation of funds received by the SBCSELPA to provide staff for the special education programs and services operated by the participating districts and the County Education Office. Funds for staff development, low incidence services and equipment, and program specialists are allocated by the SBCSELPA for services in the districts. Regionalized Services funds support the SBCSELPA office. The office reports data to the California Department of Education, such as the December Special Education Pupil Count and June Pupil Data Report. The SBCSELPA is responsible for policy development, nonpublic school placements of district students as appropriate, allocation and reimbursement of funding for dispute resolution/due process, governance of participating LEAs adherence to SBCSELPA policies and procedures and oversight of interagency agreements with agencies such as Tri-Counties Regional Center and California Children Services.

8000 Governance / 8300 Dispute Resolution / 8301 Dispute Resolution Process –

In addressing disputes that may arise over the distribution of funding, the responsibility for service provision, and other governance activities specified in the Local Plan, the local education agencies that comprise the Santa Barbara County SELPA agree to make every effort to resolve disagreements at the lowest possible level.

In some instances, individual SELPA policies outline the process for resolving disputes that may arise regarding selected issues.

In circumstances where a system for resolving potential disputes is not specifically described in the relevant SELPA policy, the following steps shall be utilized to address the issue:

1. Any local education agency involved in a dispute may request the assistance of the SBCSELPA Executive Director acting in the role of a mediator to facilitate resolution of the matter.

2. If the matter cannot be resolved through informal discussions and agreements, an LEA representative may request that the issue be agendaized for consideration by, a committee comprised of the special education administrators or business officials from districts in SBCSELPA, depending upon whether the subject of the dispute is

SELPA Santa Barbara County

Fiscal Year 2023-24

Description:

primarily of a programmatic or fiscal nature.

3. If the issue cannot be resolved at an informal level by action of the a committee comprised of the special education administrators or business officials from districts in SBCSELPA, then the matter shall be agendized for review and action by the SBCSELPA JPA Board, whose decision shall be final and binding upon the parties to the dispute.

(EDUCATION CODE 56205(b)(5))

6000 Special Education – Instruction / 6100 Identification and Referral / 6112 Referrals To and Exit From Regional Special Class Programs – If the Regional Program Director and referring District/CEO Director are in dispute about the referral for consideration, they shall contact the SBCSELPA Executive Director to convene a dispute resolution meeting prior to an anticipated expanded IEP team meeting. As a result of this dispute resolution meeting, the SBCSELPA Executive Director shall render a determination to resolve the dispute between the District/CEO and Regional Program Director.

If the Regional Program Director and referring District/CEO Director are in dispute about the referral back to the District of Residence, they shall contact the SBCSELPA Executive Director to convene a dispute resolution meeting prior to an IEP being called. The SBCSELPA Executive Director will render a final recommendation to the District/CEO and Regional Program Director. This is not an IEP placement decision, but rather, is a recommendation to be followed for SBCSELPA reimbursement of program expenses. It is recommended that all disputes between directors be resolved prior to and outside of an IEP meeting.

Parent Dispute Resolution Process Regarding Regional Program Placements

In cases where the parent requests that the student be removed from a regional program placement, and the Regional Program Director/ Designee and/or District Director/Designee, feels the student is not ready for either a less or more restrictive setting, the following dispute resolution procedures will be followed:

1. The parent(s) requests a change of placement from regional program;
2. The Regional Program Director/Designee shall convene an IEP and invite the District of Residence Director/Designee. The Regional Program Director/ Designee shall present information about the student's current functioning and why the regional program continues to

be the most appropriate placement for the student. The parent will be provided the opportunity to provide input to the IEP and state their concerns. If the parent continues to disagree with the offer of FAPE made by the district of residence at the IEP, they may contact the SBCSELPA regarding their due process rights and steps they can take to address their concerns. (Pg. 4-20)

6000 Special Education – Instruction / 6300 Instructional Planning and Individualized Education Program / 6303 Recommendation for Individualized Education Program (IEP) Team for Programs Outside Area of Responsibility (Intra-SELPA Student Placement) (Continued) – 6. A MOU between the receiving and referring LEA shall be drafted to stipulate all matters related to the placement such as how costs associated with dispute resolution and due process shall be funded. (Pg. 6-5)

3000 Business and Non-Instructional Operation / 3200 Budget Planning Process / 3204 AB 602 Special Education Fiscal Allocation Plan – XI. SELPA FUNDING COSTS ASSOCIATED WITH DUE PROCESS LEGAL FEES

Annually, at their September meeting, the JPA Board will determine how much funding, if any, will be set aside for the payment of legal fees associated with dispute resolution and costs associated with due process and how such fees will be allocated. LEAs may utilize their proportionate share of set-aside legal fee funding to pay premiums for Special Education Voluntary Coverage Program (SEVCP) through SISC or any other similar insurance program to fund costs associated with due process or legal fees related to special education.

If LEA's do not spend their allocated set aside funds, those funds shall not be carried forward.

The LEA/district shall be responsible for contracting with the SBCSELPA approved attorneys for dispute resolution/legal fees and services associated with due process or other legal fees. All payments for services shall be made by the LEA and submitted to the SBCSELPA office for reimbursement as per policy guidelines. (Pg. 9-15)

In instances where an LEA is requesting access to reserve funding to pay for legal consultation fees and costs associated with due process due to a catastrophic financial situation, an ad hoc Dispute Resolution/ Due Process Funding Committee may be designated by the SBCSELPA Executive Director on an as needed basis to advise her or him regarding if the merits in the case warrant that the case should not go forward to due process and/or be funded out of SBCSELPA legal fee/due process



Section B: Governance and Administration

SELPA Santa Barbara County

Fiscal Year 2023-24

reserve funding. (Pg. 9-17)

3000 Business and Non-Instructional Operation / 3700 Facilities / 3701 Facilities Plan for Housing Regional Special Education Programs (Continued) –  
Dispute Resolution  
Should a dispute arise between any of the SBCSELPA participants that relates to implementation of this Facilities Plan, the parties agree to meet in good faith to resolve the dispute. In the event the parties are unable to reach a mutually acceptable agreement, the matter shall be resolved using the dispute resolution procedures outlined in the SBCSELPA Local Plan. (Pg. 13-13)

4. A description of the process being used to ensure a student is referred for special education instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized:

Document Title: SBCSELPA Local Plan (Pgs. 4-5, 4-7, 4-8, 4-9, 7-43)

Document Location: SBCSELPA Office

6000 Special Education – Instruction / 6100 Identification and Referral

6104 Referral –  
Each district and the County Education Office in the Santa Barbara County Special Education Local Plan Area shall adopt procedures for handling referrals to special education programs based upon federal and state laws and regulations.

6106 Completing a Referral –  
All referrals of pupils ages 0 through 21 years shall be completed on an approved Local Plan Area form. Referrals shall be received and analyzed by the administrator or designee responsible for assessment and programming. In cases where assessment and programming are the responsibility of an entity other than the District of Residence, then the entity shall notify the director of the District of Residence of all referrals, exclusive of infant and preschool referrals, and then invite the Director of the District of Residence to the Individualized Education Program Team meeting. Persons making oral referrals shall be offered assistance in completing the referral form.

6107 The Referral Form –  
Written referrals shall contain the following information:  
1. Pupil's name, address, school, grade, birthdate and teacher.

Section B: Governance and Administration

SELPA Santa Barbara County

Fiscal Year 2023-24

Description:

2. Information on any grade in which the pupil was retained.
3. Parents' names and home and work telephone numbers.
4. Student's primary language/parent's primary language.
5. Student's English proficiency status: EO/FEP/EL
6. Date of referral.
7. Name of the person making the referral.
8. Specific areas of concern.
9. Description of intervention strategies attempted or being used, with or without success.

(CALIFORNIA CODE OF REGULATIONS, TITLE 5, SECTION 3021)

6108 Parent Notification –

School personnel initiating a referral shall be responsible for informing the parent or guardian that the referral will be made and for documenting that notification on the Notice of Referral Form.

6000 Special Education – Instruction / 6400 Implementation / 6434 Procedural Safeguards –

The districts and the County Education Office that comprise the Santa Barbara County SELPA shall assure the establishment and maintenance of all procedural safeguards under the Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 and following) as well as those pursuant to Chapter 5 of the Education Code (commencing with Section 56500).

At each Individualized Education Program meeting, the responsible administrator or administrative designee shall inform the parent and pupil of the federal and state procedural safeguards that were provided in the notice of parent rights pursuant to Education Code Section 56321.

The rights and protections afforded to individuals with exceptional needs and their parents include, but are not limited to, the following:

1. The right to initiate a referral of a child for special education services

5. A description of the process being used to oversee and evaluate placements in nonpublic, nonsectarian schools and the method of ensuring that all requirements of each student's individualized education program are being met. The description shall include a method for evaluating whether the student is making appropriate educational progress:

Document Title:

SBCSELPA Local Plan (Pgs. 2-2, 3-2, 4-20 (#1), 6-7, 6-8, 7-35 to 7-37)

Section B: Governance and Administration

SELPA Santa Barbara County

Fiscal Year 2023-24

Document Location:

SBCSELPA Office

Santa Barbara County Special Education Local Plan Area Governance Structure

What are the responsibilities of the SBCSELPA?

The responsibilities include planning for allocation of funds received by the SBCSELPA to provide staff for the special education programs and services operated by the participating districts and the County Education Office. Funds for staff development, low incidence services and equipment, and program specialists are allocated by the SBCSELPA for services in the districts. Regionalized Services funds support the SBCSELPA office. The office reports data to the California Department of Education, such as the December Special Education Pupil Count and June Pupil Data Report. The SBCSELPA is responsible for policy development, nonpublic school placements of district students as appropriate, allocation and reimbursement of funding for dispute resolution/due process, governance of participating LEAs adherence to SBCSELPA policies and procedures and oversight of interagency agreements with agencies such as Tri-Counties Regional Center and California Children Services.

Santa Barbara County Special Education Local Plan Area Executive Director – Position Description

Major Duties and Responsibilities:

Coordination and oversight of member LEA/district nonpublic school (NPS) residential treatment center (RTC) student placements that meet requirements for access to SBCSELPA shared funding.

6000 Special Education – Instruction / 6100 Identification and Referral / 6112 – Referrals To and Exit From Regional Special Class Programs – Regional Program Referral Process to More Restrictive Setting

When a student attending a regional program is recommended for a more non-public restrictive setting, the following shall occur:

1. At the first consideration of referring a student for consideration to a Nonpublic School (NPS), the Regional Program Director/Designee shall notify the District of Residence Director/Designee and the SBCSELPA Executive Director.

6000 Special Education – Instruction / 6300 Instructional Planning and Individualized Education Program

SELPA Santa Barbara County

Fiscal Year 2023-24

Description:

6305 – Recommendation for Placement Outside of District, Adjacent District, or County Education Office Program –

1. When the IEP Team determines that no appropriate placement is available within the District, an adjacent District or the County Education Office, a referral for services shall be forwarded to the SBCSELPA Administrative Unit. The referral must include the relevant school records, a comprehensive description of the type of educational program needed and the rationale for requiring such a program.

If a nonpublic school placement is required to meet the student's program needs, the recommendation will be submitted to the JPA Board for fiscal approval at its next meeting.

2. Every effort shall be made to locate an appropriate nonpublic school within the State of California. The SBCSELPA Executive Director and the referring district shall be responsible for identifying with the parent an appropriate nonpublic school and negotiating the nonpublic school (NPS) contract in accordance with the IEP.

6306 – Responsibility for Nonpublic School/State Residential School IEPs – Whenever an IEP for a student is to be developed, reviewed or revised prior to or following enrollment in a nonpublic school or state residential school, the IEP Team of the district of residence or the County Education Office, whichever is appropriate, shall be the party responsible for assuring compliance with state and federal mandates. The SBCSELPA Executive Director or designee shall be a member of the IEP Team.

6000 Special Education – Instruction / 6400 Implementation / 6428 Standards and Contracting Requirements for Nonpublic Schools and Agencies –

The Santa Barbara County SELPA (SBCSELPA) and its member local education agencies shall enter into master contracts for the provision of special education and/or related services only with nonpublic schools and agencies that have been certified by the California Department of Education as meeting appropriate standards relating to the required special education and specified related services and facilities for individuals with disabilities.

Master contracts developed for nonpublic, nonsectarian school or agency services shall be consistent with the provisions of California Education Code Sections 56366(a)(1), 56366(b) and 56366(d), and policy memorandums issued by the California Department of Education.

Section B: Governance and Administration

SELPA Santa Barbara County

Fiscal Year 2023-24

The master contract shall specify the general administrative and financial agreements between the nonpublic, nonsectarian school or agency and the SBCSELPA or contracting local education agency, as appropriate, to provide special education and related services, as well as transportation as specified in the pupil's individualized education program.

The master contract shall include procedures for record keeping and documentation to assure that appropriate high school graduation credit is received by the pupil.

The master contract may allow for partial or full-time attendance at the nonpublic school.

The master contract shall include an individual service agreement for each pupil receiving nonpublic school or agency services negotiated for the length of time for which nonpublic school or agency services are specified in the pupil's individualized education program.

Changes in educational instruction, services, or placement provided under the contract may be made only on the basis of revisions to the pupil's individualized education program.

The nonpublic school or agency shall provide all services specified in the individualized education program unless the nonpublic school or agency and the SBCSELPA or contracting local education agency agree otherwise in the contract or individual service agreement.

The master contract or individual service agreement shall not include special education transportation provided through the use of services or equipment owned, leased, or contracted by a district, SBCSELPA, or county office, unless provided directly or subcontracted by the nonpublic school or agency.

The master contract shall specify the schedule for apprising the SBCSELPA or contracting local education agency of the progress of pupils being served pursuant to such contract.

The master contract shall contain provisions for billing and payment for services consistent with the requirements of Education Code Sections 56366 (c)(1) and 56366.5.

The master contract shall contain assurances that special education and related services will be delivered utilizing appropriate, credentialed/

SELPA Santa Barbara County

Fiscal Year 2023-24

qualified teachers and/or staff as specified by the individualized education program and/or the individual service agreement in accordance with the requirements of Education Code Section 56061 and 56366.

Nonpublic schools with which the SBCSELPA and its member local education agencies enter into contracts for the provision of special education shall have available a written course of study designed to provide adequate credits for high school graduation for secondary age students.

By entering into master and individual service contracts with the SBCSELPA and its member local education agencies, nonpublic schools and agencies assure that students shall receive designated instruction and services related services as specified in their individualized education programs. Failure to provide such services shall be grounds for termination of the master and individual service contracts and may also be grounds for suspension or revocation of the certification of the nonpublic school or agency.

Each nonpublic school or agency shall be required to submit monthly attendance records verifying that all instructional services have been provided as specified in the individualized education programs of those students being served by the school or agency.

(EDUCATION CODE SECTIONS 51223.5, 51228, 56061, 56205(c), 56366, 56366.5 56200(j))

6. A description of the process by which the SELPA will fulfill the obligations to provide free and appropriate public education (FAPE) to a student age 18 to 21 (or age 22 under the circumstances described in *EC* 56026(c)(4)) who has been incarcerated in a county jail and remains eligible for special education services:

The obligation to make FAPE available extends to those otherwise-eligible adults in county jail, age 18 to 21, who: (a) had been identified as a child with a disability and had received services in accordance with an IEP, but left school prior to their incarceration; or (b) did not have an IEP in their last educational setting, but had actually been identified as a child with a disability. (*EC* Section 56040)

It is the responsibility of the district of residence (DOR) to provide special education services and related services to an adult student in county jail who remains eligible for these services and wishes to receive them. The DOR is the district in which the student's parents resided when the student turned 18, unless and until the parents move to a new DOR. For conserved students, the

Section B: Governance and Administration

SELPA

Fiscal Year

DOR is based on the residence of the conservator. (EC Section 56041)

Document Title:

Document Location:

Description: *Role of the RLA/AU: Role of the Administrator of the SELPA:* The SELPA Administrator, or designee, will facilitate the review of the Annual Budget and Service Plans, and the LEAs' Annual Performance Indicators. This includes and any additional pertinent data such as the annual evaluation of services offered by the SELPA. They will also facilitate reviews by the Superintendents, Directors, CAC, and other interested parent, community or educational groups. The SELPA Administrator will also review of the Funding Allocation Plan prior to the distribution of yearly funds to LEAs. Annual evaluation of services offered by the SELPA Office, completed in the spring of each year by the LEA Special Education Directors.

*Role of the individual LEAs:* Individual LEAs through their representative to the JPA Board, review the Annual Budget and Service Plans, and the evaluation of services offered by the SELPA. Each LEAs' Special Education Director provide input through the annual evaluation of SELPA services on the effectiveness of the local plan.

Each individual LEA reviews and monitors Annual Performance Reports, the California School Dashboard, and other data sources to ensure students with disabilities receive a free and appropriate public education. Individual LEAs also engage in monitoring activities as required by the CDE. The Special Education Directors provide leadership for cooperative action among LEAs pertaining to the implementation, administration, and operation of the local plan.

**REGULAR MEETING**  
**June 6, 2023**

**APPENDIX D**

**LCAP BUDGET OVERVIEW**



# SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT

LCAP 2023-24

June 6, 2023

**Vision:** Every student succeeds and is prepared for college, career, and life.

**Mission:** We prepare all learners to become productive citizens and college/career ready by providing challenging learning experiences and establishing high expectations for achievement.

# Required Elements of the Local Control Accountability Plan

**Comprehensive Strategic Planning:** Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data.

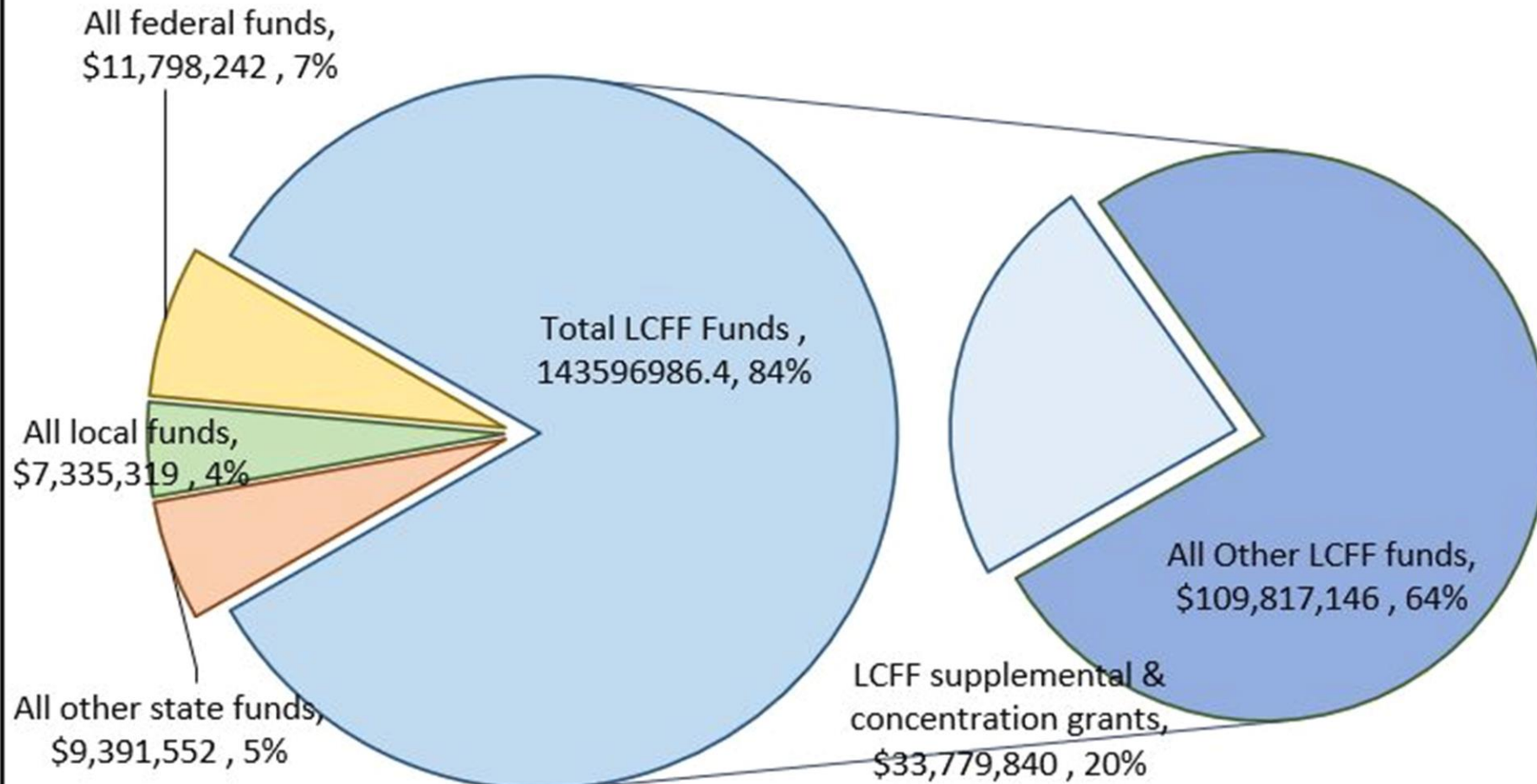
**Meaningful Stakeholder Engagement:** Local stakeholders possess valuable perspectives and insights about the District's programs and services.

**Accountability and Compliance:** Demonstrating that the District is 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)).

# **The LCAP Includes:**

- Budget Overview for Parents
- Supplement to Annual Update for 2022-23
- LCAP 2023-24
- Local Indicator Report

## Projected Revenue by Fund Source



## **EDUCATIONAL PARTNERS ENGAGEMENT**

- Parent Advisory Committee Meeting/Student English/Spanish/Mixteco- 11/12/22, 2/23/23, 3/23/23, 4/27/23 - District LCAP questions, and 5/25/23 - District LCAP written Responses
- Teacher LCAP Meetings- 3/2/23, 3/30/23
- Community Educational Partners- 8/19/22, 10/21/22, 10/24/23, 2/16/23, 3/17/23, 4/19/23, 5/16/23
- CSEA LCAP Meetings- 2/16/23
- CTA LCAP Meetings- 2/24/23
- Directors LCAP Meeting- 8/19/23, 2/15/23
- Superintendent's Council LCAP Meetings/Site Administrators- 9/6/22, 10/25/22, 11/15/22, 2/7/23, 3/2/23, 4/25/23, 5/16/23
- SELPA- 5/15/23
- Board of Education Study Session - 3/29/23
- Board of Education LCAP Public Hearing - 6/6/23
- Board of Education LCAP Approval - 6/14/23
- DELAC- 4/26/23
- 2023-24 Local Control Accountability Plan for Santa Maria Joint Union High School District Page 13 of 123
- Social-Emotional Learning / Climate Survey - Fall 2022 and Spring 2023

# LCAP GOALS AND HIGHLIGHTS

## Goal 1 – Standards-Based Instruction

- Common Core Support Services to improve SBAC scores.
- Introduction Ethnic Gender Studies Course
- Collaborative Teaching supports for both students with and without disabilities.

## Goal 2 – Respectful and Caring Culture

- Parent engagement activities
- District Climate Leadership Team
- Por Vida

## Goal 3 – Career Technical Education

- CTE Diesel, Culinary Arts Program, Agriculture Farm
- Career Technical Education Certifications

## Goal 4 – College Career Readiness

- Counselors – MTSS progress, Financial Aide, Peer Counseling, Chronic Absenteeism
- Wellness Centers to be Implemented 2023-24
- AVID – College Tours, Certifications
- UCSB EAOP – College Visit
- VPA – Theater Arts, Arts Festival, Digital Arts, Artist in Residence, Film
- Foster Youth – California Foster Youth Summit

## LCAP GOALS AND HIGHLIGHTS

### Goal 5 – Technology

- 1:1 laptop computers for students and instructional staff
- Technology Professional Development (Before school starts during District professional development days)

### Goal 6 – Safe, Secure, and Healthy Environment

- Campus Security staff increased
- Professional Development on School Safety

### Goal 7 – English Learner Support

- English Learner TOSA's (all three comprehensive sites)
- ELPAC Chats
- Collaboration with Hancock College to offer a community education (ESL) course

Thank you  
Board Members!  
Questions?





## 1. LCFF Budget Overview for Parents

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

CDS Code: 42-69310-0000000

School Year: 2023-24

LEA contact information:

Steve Molina

Director of Student Services

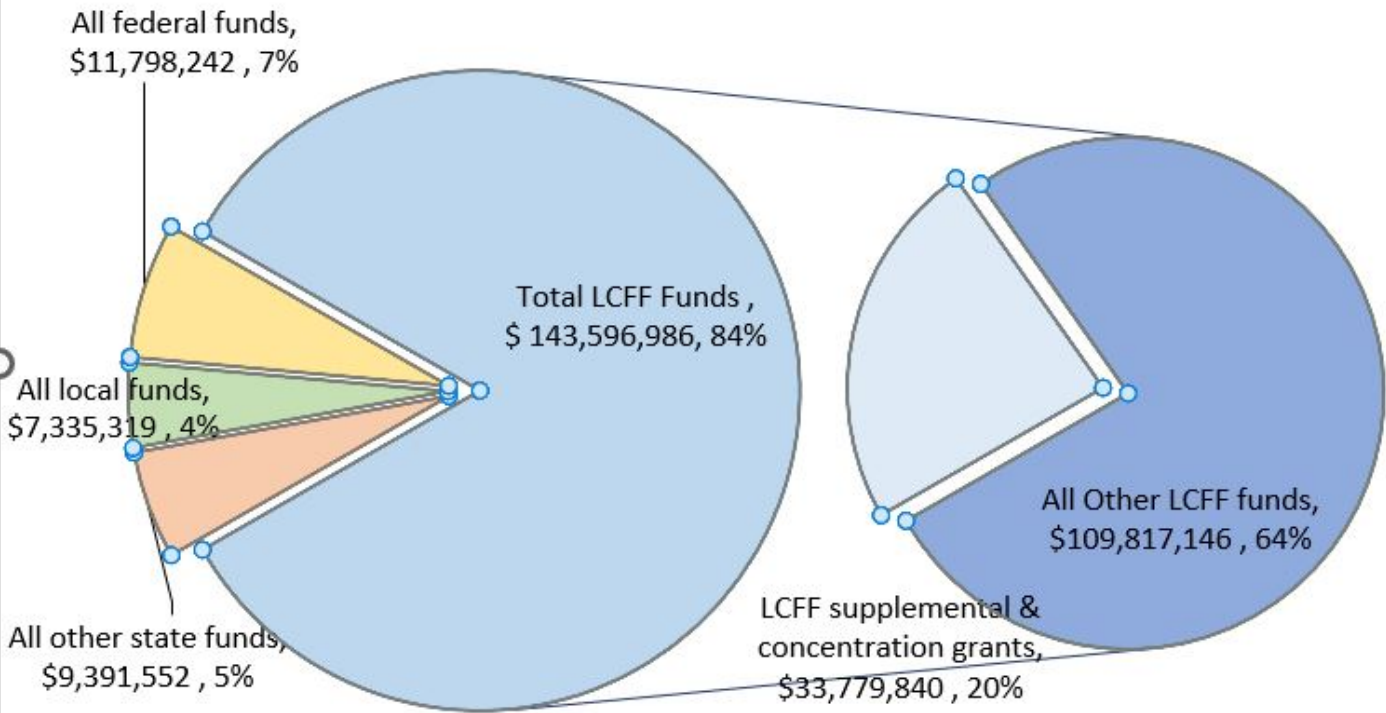
[smolina@smjuhsd.org](mailto:smolina@smjuhsd.org)

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).

### 1. Budget Overview for the 2023-24 School Year

## Projected Revenue by Fund Source

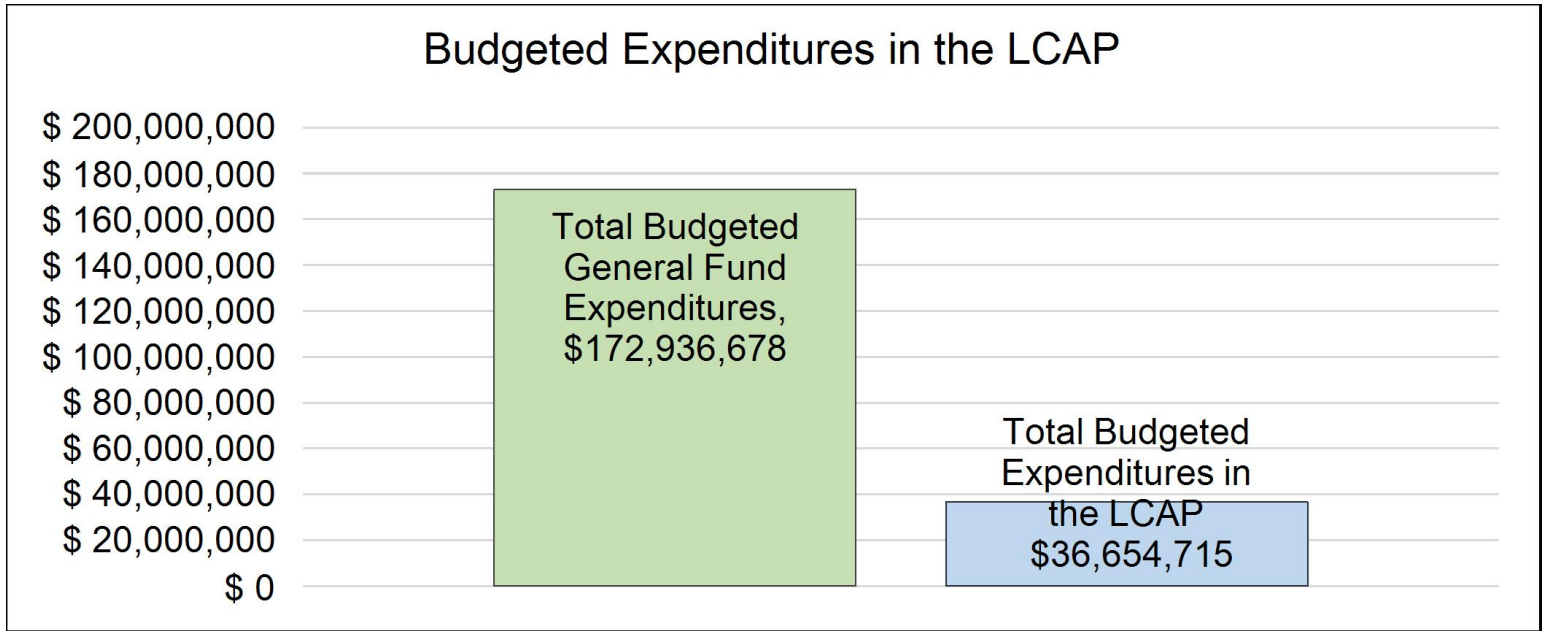


This chart shows the total general purpose revenue Santa Maria Joint Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Santa Maria Joint Union High School District is \$172,122,099.25, of which \$143,596,986.41 is Local Control Funding Formula (LCFF), \$9,391,552.25 is other state funds, \$7,335,318.67 is local funds, and \$11,798,241.92 is federal funds. Of the \$143,596,986.41 in LCFF Funds, \$33,779,840.00 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 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Santa Maria Joint Union High School District plans to spend \$172,936,677.91 for the 2023-24 school year. Of that amount, \$36,654,715.21 is tied to actions/services in the LCAP and \$136,281,960.70 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

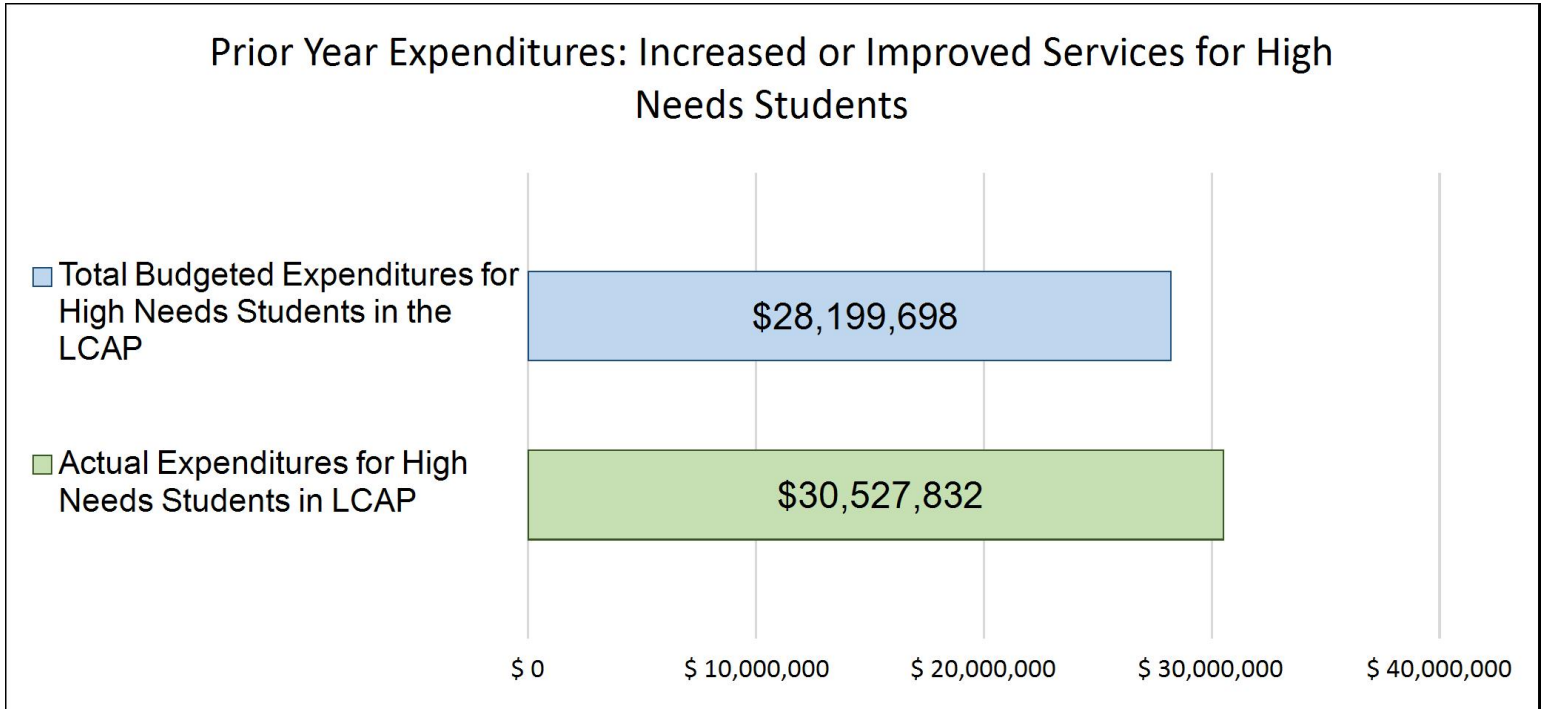
General Fund expenditures for the 2022-23 school year that are not included in the LCAP include, employee salaries and benefits, department budgets and supplies, districtwide utilities and maintenance, additional technology support, and additional hours for employees to work directly with students.

## 1. Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Santa Maria Joint Union High School District is projecting it will receive \$33,779,840.00 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 \$35,626,365.21 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## 2. Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what Santa Maria Joint Union High School District budgeted last year in the LCAP 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.

The text description of the above chart is as follows: In 2022-23, Santa Maria Joint Union High School District's LCAP budgeted \$28,199,697.75 for planned actions to increase or improve services for high needs students. Santa Maria Joint Union High School District actually spent \$30,527,832.01 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$2,328,134.26 had the following impact on Santa Maria Joint Union High School District's ability to increase or improve services for high needs students:

The 2022-23 LCAP shortfall was nominal when compared to the allocation. There was no negative impact on high needs students. The district was still able to fulfil it's goals for the school year, and will use the carryover in 2023-24 to add to the districts goals and actions.



## 2. Local Control Accountability Plan

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

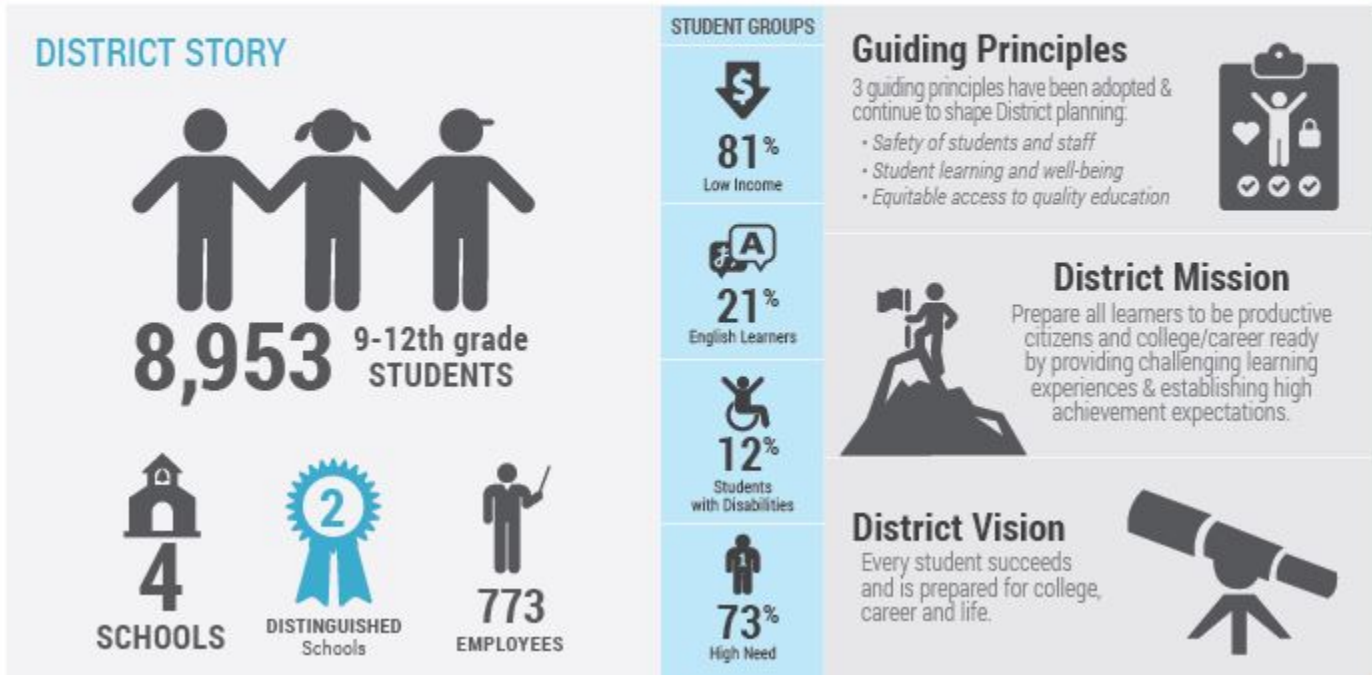
Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Maria Joint Union High School District	Steve Molina Director of Student Services	smolina@smjuhsd.org 805.922.4573 ext 4214

### 1. Plan Summary [2023-24]

#### 1. General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

# Local Control and Accountability Plan



## 2. Reflections: Successes

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

The Santa Maria Joint Union High School District (SMJUHS) prides itself on the accomplishments of its students and the educational partners that support them. The 2022 A-G rate was 28.5% (649 students), with 163 students completing the requirements for the seal of biliteracy. Students taking Advanced Placement (AP) courses in the District were 622 unique students enrolled in 1,679 AP courses. There were 1,590 AP tests taken by SMJUHS students, of which 41% had an overall pass rate of 3 or higher. Courses taken through Allan Hancock Community College were 2,987 by 2,305 students from the SMJUHS. The English Language Progress Indicator (ELPI) showed that 46.8% of English learners (EL) are progressing toward English language proficiency. 46.3% of ELs progress at least one level on the ELPI. Seven hundred twenty-nine students completed one career technical education (CTE) pathway; of these students, 342 completed a CTE pathway and met the A-G requirements. Four hundred ten students completed one college course, and 300 completed two college courses. It is also important to reflect the number of students admitted to University of California (UC) admissions. For the District graduates for the class of 2023, there were 390 applications submitted, with 256 students admitted for the fall of 2023. This is an increase of 36.4% from last year's 2022 graduates. The District's financial aid applications submitted by the Cal Grant Deadline increased by 7.75% from last

year's graduating class. For the District graduates for the class of 2023, there were 1,744 completed applications, and 978 students were awarded financial aid. This is 190 more students awarded Cal Grants than last year.

### **3. 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 Measures dashboard is the percentages of foster youth, homeless, students with disabilities, and English learners for meeting A-G requirements, a CTE pathway, and the need to improve the proficiency rate for the Smarter Balanced Assessment Consortium (SBAC).

The District's greatest needs are to improve the Smarter Balanced Assessment Consortium English language arts for English learners, foster youth, low-income, students with disabilities, and also math for English learners, homeless students, foster youth, low-income, and students with disabilities. The District's overall proficiency percentage for English language arts was 37.29%, a 12.43% decrease. English language arts proficiency (indicate whether Increase or decrease) rates for English learners: 6.69%, foster youth: 26.67%, low-income: 33.69%, and students with disabilities: 4.76%. The District's overall proficiency percentage for math was 14.89%, a 7.44% decrease. Math proficiency rates for English learners - 0.97%, foster youth - 6.67%, low-income 13.42%, and students with disabilities - 0.57%. The District continues to provide professional development in English and math with supplemental support for students. Graduation rates are an identified need to improve for English learners, students with disabilities, foster youth, and White students. Students are identified early to provide academic support and school-based mental health services. The District has met with core areas of instruction that include math, English, science, social studies, and international languages on implementing an assessment management system to implement common formative assessments and summative assessments and use the data collected to inform instruction when departments meet for their PLCs. In the school year 2023-24 math teachers will be involved in District professional development in realigning standards and the process of adopting a new District integrated math program. The other departments will participate in District professional development addressing performance gaps through instructional strategies and social-emotional pedagogy.

The English learner proficiency indicator for English learners is an identified area for improvement. English learner services continue to improve with the collaboration from the Santa Barbara County Education Office. Also, there is a need to improve the District's college/career readiness for English learners, foster youth, the homeless, students with disabilities, and white students.

According to the California School Dashboard data, the suspension rate for African American and foster youth students was very high. In progress with the District MTSS process, schools will implement interventions addressing student behaviors and building student belonging and connectedness capacity using local student climate survey data and teacher professional development.

According to the California School Dashboard data, graduation rates for foster youth and students with disabilities were very low. The school site administration and counselors will address the low graduation rates for both groups through individual student meetings and supportive outreach from foster youth program specialists and special education case managers for frequent monitoring and interventions.

The District's Local Indicator report has concluded that it has met all of its local indicators.

## 4. 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 educational partner engagement that reflects the input from educational partners in developing the actions that exemplify the goals to reflect the outcomes of the metrics. The District's Ethnic and Gender Studies committee collaborated on creating a one-semester EGS course to meet the State requirement and the requirements of being an A-G approved course. The co-teaching model in the District of general education and special education teachers sections increased from last year, providing student support. The District has provided multiple training sessions for teachers and administrators to improve the outcomes for goal one. Also, for goal one, the collaboration of administrators and math teachers has decided to move toward an integrated math curriculum, which will begin planning and professional development next school year and begin implementation for the academic year 2024-25. The District family engagement had a full year of offerings such as ParentSquare training, adult ESL classes, PIQE, Mixteco PAC, Hispanic Heritage events, Health nights, Giving Tree Celebration, Las Posadas, and Cara y Corazon curriculum. Career Technical Education (CTE) programs are now standardizing pathway certifications through recognized industry assessments. The CTE offerings will expand with a new Networking and Cyber Security Pathway where students will earn CISCO and CompTIA certifications. A pilot was completed for the District's credit recovery program. The District will move to a new credit recovery program called Edgenuity for the fall of 2023, implemented District-wide. Continuing with technology, the District will add the Google platform to the network and have provided every teacher with an IPAD and an interactive flat-panel monitor in all classrooms. Campus Security in the District has increased from 19 to 36, significantly impacting campus safety. The District adopted Board Policy to include the use of Narcan and provided training on administering it. Also, the continued support for our English Learners is to increase the support from English Learner Specialists to support the implementation of the District's EL pathway and teachers on special assignments supporting the core academic areas.





**GOAL #1**  
INVESTING \$3,822,472



**Support Student Achievement**

HIGHLIGHTED EXPECTED OUTCOMES & METRICS	
IMPROVE ELA & MATH PROFICIENCY AS MEASURED BY SBAC	↑ 65% 38% <sup>14th</sup>
MAINTAIN ACCESS TO INSTRUCTIONAL MATERIALS FOR ALL STUDENTS	= 100%
INCREASE COLLEGE READY STUDENTS AS DETERMINED BY ELA & MATH EAP	↑ 47% 30% <sup>14th</sup>
HIGHLIGHTED ACTIONS & EXPENDITURES	
1.2 - Offer supplemental resources to support standards-aligned curriculum.	\$79,040
1.4 - Continue to implement an assessment management system to coordinate the collection of data.	N/C
1.6 - Implement progress monitoring & student placement protocols.	\$93,848
1.9 - Utilize a formative writing software program.	\$90,000

**GOAL #2**  
INVESTING \$2,110,932



**Create a Respectful and Caring Culture**

HIGHLIGHTED EXPECTED OUTCOMES & METRICS	
INCREASE POSITIVE RESPONSES ON STUDENT CLIMATE SURVEY	↑ 63% 54% <sup>14th</sup>
INCREASE POSITIVE RESPONSES ON FAMILY CLIMATE SURVEY	↑ 47% 45% <sup>14th</sup>
INCREASE POSITIVE RESPONSES ON STAFF CLIMATE SURVEY	↑ 65% 58% <sup>14th</sup>
HIGHLIGHTED ACTIONS & EXPENDITURES	
2.1 - Supplement traditional discipline structures and practices with restorative approaches.	\$34,770
2.2 - Offer parent engagement programs that provide parents with opportunities to engage in their student's education.	\$296,088
2.4 - Establish cohorts to help build cultural proficiency among staff.	\$83,557

**GOAL #3**  
INVESTING \$3,441,011



**Promote CTE Pathway Engagement, Access, & Equity**

HIGHLIGHTED EXPECTED OUTCOMES & METRICS	
INCREASE CTE PATHWAY COMPLETION	↑ 51% 51% 51% 25% 51%
	Overall English Learners Students with Disabilities Foster Youth Low Income
HIGHLIGHTED ACTIONS & EXPENDITURES	
3.2 - Increase staffing to support the ongoing growth of the District's CTE program.	\$1,427,208
3.3 - Provide industry-standard equipment for students to stay current with their career skill set.	\$1,398,401
3.4 - Offer Regional Occupational Programs to prepare students for post-secondary life.	N/C

**GOAL #4**  
INVESTING \$7,913,290



**Build College and Career Readiness**

HIGHLIGHTED EXPECTED OUTCOMES & METRICS	
IMPROVE COLLEGE/CAREER READINESS INDICATOR	↑ 51%
INCREASE STUDENTS THAT ARE A-G AND CTE READY	↑ 51%
MAINTAIN STUDENT ACCESS TO A BROAD COURSE OF STUDY	= 100%
HIGHLIGHTED ACTIONS & EXPENDITURES	
4.1 - Provide districtwide counseling services.	\$3,834,387
4.5 - Coordinate Early Academic Outreach Program (EAOP) cohort services.	\$273,360
4.9 - Provide online and in-person tutoring services for all students.	\$300,000
4.11 - Implement Foster Youth training and support programs.	\$9,000

**GOAL #5**  
INVESTING \$4,349,340



**Provide Access to Technology**

HIGHLIGHTED EXPECTED OUTCOMES & METRICS	
INCREASE GRADUATION RATE	↑ 95% 95% 90.5% 85% 90.5%
	Overall EL EL EL EL
HIGHLIGHTED ACTIONS & EXPENDITURES	
5.2 - Ensure access to devices and cases.	\$3,213,779
5.5 - Implement a Learning Management System to provide teachers with strategic support.	\$100,000

**GOAL #6**  
INVESTING \$2,324,637



**Provide a Safe, Secure, Healthy Environment**

HIGHLIGHTED EXPECTED OUTCOMES & METRICS	
REDUCE DISTRICT DROPOUT RATE	↓ 1%
MAINTAIN HIGH ATTENDANCE RATE	↑ 96%
HIGHLIGHTED ACTIONS & EXPENDITURES	
6.5 - Provide services for expelled students.	\$705,000
6.6 - Utilize software and training designed to monitor, analyze, and facilitate parent communication.	\$80,000

**GOAL #7**  
INVESTING \$5,376,959



**Support English Learner Proficiency**

HIGHLIGHTED EXPECTED OUTCOMES & METRICS	
IMPROVE ENGLISH LEARNER PROGRESS INDICATOR	↑ 75%
INCREASE RECLASSIFICATION RATE	↑ 30%
HIGHLIGHTED ACTIONS & EXPENDITURES	
7.1 - Maintain a class size of 25 students in all EL Pathway courses.	\$3,316,946
7.2 - ELD teachers and staff will attend training workshops and conferences.	\$177,540

## 5. Comprehensive Support and Improvement

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

### 1. *Schools Identified*

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

Not applicable at this time.

### 2. *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.

### 3. *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.

## 2. Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

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 District's Director of Student Services conducted engagement presentations with educational partners through ZOOM and in-person meetings for the academic year 2022-23. The process to collect input and feedback from educational partners, including surveys and comments listed in a shared document.

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

Parent Advisory Committee Meeting/Student English/Spanish/Mixteco- 11/12/22, 2/23/23, 3/23/23, 4/27/23 - District LCAP questions, and 5/25/23 - District LCAP written Responses

Teacher LCAP Meetings- 3/2/23, 3/30/23

Community Educational Partners- 8/19/22, 10/21/22, 10/24/23, 2/16/23, 3/17/23, 4/19/23, 5/16/23

CSEA LCAP Meetings- 2/16/23

CTA LCAP Meetings- 2/24/23

Directors LCAP Meeting- 8/19/23, 2/15/23

Superintendent's Council LCAP Meetings/Site Administrators- 9/6/22, 10/25/22, 11/15/22, 2/7/23, 3/2/23, 4/25/23, 5/16/23

SELPA- 5/15/23

Board of Education Study Session - 3/29/23

Board of Education LCAP Public Hearing - 6/6/23

Board of Education LCAP Approval - 6/14/23

DELAC- 4/26/23

## Social-Emotional Learning / Climate Survey - Fall 2022 and Spring 2023

### A summary of the feedback provided by specific educational partners.

The participants of the educational partner group meetings focused on the needs of students, particularly English learners, foster youth, low-income, and students with disabilities. The educational partner groups shared their concerns for the student's social-emotional well-being. Educational partners expressed that more services supporting social-emotional well-being for students continue to be a priority. Parents/guardians and other educational partner groups expressed the need to expand counseling services, school-based mental health services, tutoring services, student intervention courses, instructional support, communication, and improving school climate.

Educational partner groups were involved in the dialogue in developing the Local Control Accountability Plan for the academic year 2023-24. Educational partners also participated in a Fall 2022 school climate survey addressing State Priorities 3, 5, and 6, and the Spring 2023 survey included the school climate and pedagogical survey addressing State Priorities 3, 4, 5, and 6. The survey data revealed the need to address school belonging, school engagement, school mindset, and school teacher-student relationship. Addressing these concerns will come from the District's Climate Leadership Team, who will prepare strategies to address these areas. Teachers and staff participated in trauma-informed training along with restorative practices. Students participated in the District's Parent Advisory Committee meetings. They voiced the need to continue supporting students in their school work, academic support from teachers and parents, and their post-secondary plans.

The District will continue with six broad goals and one focus goal for English learners. Through the educational partner group dialogue, the wording of goals and actions was modified for clarity and understanding. These changes will be noted in each goal.

### A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The educational partner engagement was a collaborative process that included more than 33 meetings in total. Educational partner groups provided feedback that influenced the District's Local Control Accountability Plan (LCAP). The process for introducing the goals related to the identified actions developed in the plan was presented and open for dialogue to amend. The District 2021-24 LCAP will have six broad goals and one focus goal, as concluded through educational partner dialogue and feedback.

The metrics of each goal and action are aligned to improve the 2024 California Dashboard data outcomes and 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 year. 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 metrics to address the College Career Indicator, English learner progress, attendance, suspension, and school climate. The influence of these plans on the LCAP has been the need to increase school-based mental health services, to which three additional therapists have been added, the increase in staff for a co-teaching model to address the performance gap of students with disabilities, support for the teaching staff for English learners from EL specialist support, and instructional technology used to support student learning.

Ed partners feedback to align all plans for a vision of working united.

Educational partners provided various inputs to the District's LCAP that have influenced the actions to be implemented in the plan. In social-emotional well-being, the District's school-based mental health with the support and voice of educational partners, three additional therapists have been added to the 2023-24 LCAP, there are 29 District counselors, and for the school year, 2023-24 wellness centers will be implemented, and maintain the five homeless liaisons. English learner services have increased to support the instructional program at the three comprehensive schools for English learners with three English learner Specialists with increased allotted FTE. The English learner specialists are to support the metric outcomes by June 2024. Actions that serve the needs of English learners with disabilities and students with disabilities will continue toward servicing the educational needs and toward fluent English proficiency through the District's co-teaching model. The District is planning an intense professional development plan for English language arts and math. The plan includes working with math teachers to implement an integrated math program for the academic year 2024/25. Students, teachers, and parents/guardians will be surveyed two times a year to improve the school climate. Data will be shared with educational partners to address improved outcomes for the next administration each time the survey is given and teachers' access to classroom data for teacher-implemented check-ins. Educational partners have emphasized the continued support for consistent and planned professional development and professional learning. The support from educational partners 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 impacted assisting students. The influence of educational partner input is evident as a need to implement into existing actions and reflected in the 2021-24 LCAP.

The safety of students, staff, and teachers in the teaching environment continues to be a priority. Educational partners were informed of the District's COVID-19 Safety Plan and the Return to Instruction Plan, which provides the guidelines for instruction, learning, and a safe learning environment, including personal protective equipment and timely cleaning and sanitizing of classrooms and bathrooms. Supporting the needs of the District are funded by LCFF and CARES Act funding.

### 3. Goals and Actions

#### 1. Goal

Goal #	Description
1	Improve all students' achievement, while decreasing performance gaps for low-income, foster youth, English learner students, and students with disabilities.

An explanation of why the LEA has developed this goal.

This is a broad goal designed to support the District's standards-based instructional program for all students and to meet the needs of our low-income, foster youth, English learners, and students with unique needs based on the California School Dashboard and local data. (fragment )Support for teachers to have a sustained professional learning 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.

State Priorities:

- 1: Basic Services
- 2: Implementation of State Standards
- 4: Student Achievement
- 5: Student Engagement
- 7: Course Access
- 8: Student Outcomes

#### 2. Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC ELA	49.72%	38%	37.29%		65%
SBAC Math	22.33%	14.97%	14.89%		38%
SBAC ELA - Students with Disabilities	4.76%	8.24%	8.1%		20%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC Math – Students with Disabilities	.94%	.98%	.57%		20%
SBAC ELA – English Learners	6.69%	3.06%	2.97%		25%
SBAC MATH – English Learners	1.76%	1.04%	.97%		20%
SBAC ELA- Foster Youth	20%	26.67%	Very Low (16 Students)		35%
SBAC Math- Foster Youth	.88%	6.67%	Very Low (16 Students)		15%
SBAC ELA- Low Income	46.36%	34.46%	33.69%		65%
SBAC Math- Low Income	19.76%	13.51%	13.42%		35%
Teachers appropriately assigned and fully credentialed	100%	1.75% (8/456) of miss-assigned teachers	9.18% (43/468) of miss-assigned teachers		100%
Access to instructional materials	All Students	All Students	All Students		All Students
Facilities are maintained	No Deficiencies	Overall facility rate - Good	Overall facility rate - Good		No Deficiencies
EAP Exceeding Standards ELA	17.52%	13.31%	13.08%		32%
EAP Conditionally Ready ELA	32.20%	24.69%	24.21%		47%
EAP Exceeding Standards Math	7.13%	3.38%	3.36%		22%



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EAP Conditionally Ready Math	15.20%	11.59%	11.53%		30%
Percent of pupils who pass the AP exam (3+)	74.6%	67.4%	41%		85%
Local Indicators Implementation of state standards	ELA- Full Implementation and Sustainability ELD- Full Implementation Math- Initial Implementation NGSS- Initial Implementation Social Science- Beginning Development	ELA- Full Implementation and Sustainability ELD- Full Implementation Math- Initial Implementation NGSS- Initial Implementation Social Science- Beginning Development	ELA- Full Implementation and Sustainability ELD- Full Implementation and Sustainability Math- Initial Implementation NGSS- Full Implementation and Sustainability Social Science- Beginning Development		Full implementation and sustainability in all academic state standards.

### 3. Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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.	\$1,066,154.55	No Yes
1.2	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.	\$92,434.74	No Yes

Action #	Title	Description	Total Funds	Contributing
<b>1.3</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. Teachers will be provided professional development collaboration through a partnership with high education institutions to assist with student academic growth.	\$222,390.85	No Yes
<b>1.4</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.	\$0.00	No
<b>1.5</b>	1.5 Intervention and Support	Co-Teaching collaborative learning environments supports both students with and without disabilities. The shared teaching model opens access to the general education core curriculum to students with disabilities, promotes positive social outcomes, increases self-confidence, self-esteem, academic performance, and stronger peer relations for all students. Differentiated instruction, grouping and instructional strategies benefit all students. Co-teachers share expertise and content delivery to maximize student achievement.	\$5,736,815.18	No Yes
<b>1.6</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 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.	\$125,000.00	No Yes
<b>1.7</b>	1.7 Intense Literacy Intervention Support	Intensive, comprehensive literacy curriculum for students who are substantially below grade-level expectations. The explicit, systematic	\$100,000.00	No

Action #	Title	Description	Total Funds	Contributing
		approach accelerates the growth of struggling readers and nonreaders, and integrates instruction in foundational skills, writing, vocabulary, fluency, grammar, comprehension, and spoken English.		Yes
1.8	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 grade levels 3 through 7. English teachers will disseminate data to align instructional strategies toward higher levels of reading fluency, comprehension, and academic vocabulary.	\$60,000.00	No Yes
1.9	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.	\$103,096.00	No Yes
1.10	1.10 Comprehensive Intervention Curriculum	The District will support students with disabilities by utilizing common core comprehensive intervention reading curriculum, which includes individualized guidance, and real-time analytics to meet each learner's unique needs. The intervention programs build in progress monitoring tool assists special education case managers oversight of the students Individual Education Plan services and measurable goals.	\$47,866.00	No Yes

## 4. Goal Analysis [2022-23]

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.

According to local data, the District saw growth in English and mathematics performance as reported through Renaissance Learning (effectiveness). This growth is attributed to the success of implementing the actions and service of Goal 1. Although our CAASPP data decreased, this was to be expected because of the suspension of the exam during Spring 2020 and Spring 21. With the addition to adding more support for students with disabilities, the hope is to have an increase in SBAC and EAP for the Spring of 2023 state testing.

All actions of the goal were fully executed, with the exception of action four that was not funded and discontinued.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 1 had some material differences between Budgeted Expenditures and Estimated Actual Expenditures. In Action 2(Supplemental Resources), the estimated actual expenditure went over the budgeted amount for materials/supplies and funding teachers outside of the school day to support CCSS instruction for teaching and learning. In Action 3 (Ethnic and Gender Studies), the estimated actual expenditure went over the budgeted amount due teachers creating a new A-G course and teachers collaborating creating lesson. In Action 5(Intervention and Support), the estimated actual expenditure went over the budgeted amount for the funding of staff and funding teachers outside of the school day to support instruction for teaching and learning. Also, Action 5, for the 2023-24 school year will include 80% of the 2022-23 LCFF carryover. Action 1, for the 2023-24 school year will include 20% of the 2022-23 LCFF carryover

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

1.1 The District provided professional development opportunities for teachers to attend conferences and participate in district held PD days. Science teachers continued to work on their strategic plan for Physics of the Universe, Biology of the Living Earth and Chemistry of the Earth System. International Language collaborated on the new Formative placement test for incoming Freshman.

1.2 Supplemental materials were purchased to support teachers in the classroom. Math received Scientific calculators, Science purchased printed material to enhance their instructional lessons, Social Science had work books created to supplement their curriculum and AP classes obtained supplemental text books.

1.3 An Ethnic Gender Studies committee was assembled to develop a new course for the incoming Freshman for the 2023-24 school year. The district contracts with Cal Poly for collaboration and Ethnic Studies teacher training.

1.4 This service was not renewed for the 2022-23 school year.

1.5 Additional Co-Teaching classes were implemented to assist students with disabilities. All students, including foster youth and English Language Learners, that require an inclusive supportive learning environment are selected for Co-teaching classes. Co-Teaching training was provided during PD days and in the classroom.

1.6 Students continued to be progress monitored in ELA and Math 3 times a year. This data is analyzed at the site and District level to ensure correct placement, and helps sites determine if students are on track to score proficient or higher on the SBAC. The District maintained 30% or higher with students At or Above and on watch from the Fall, Winter and Spring progress monitoring.

1.7 Flex Literacy software is used in Special Education classrooms to support Literacy. Students regularly use the program to increase their literacy and academic growth.

1.8 Reading Plus software is used in support classes to assist students with increasing their reading fluency. Teachers monitor their progress and assign them new assignments based on their growth. This has been a useful tool to improve students academic vocabulary and reading retention. The students have an average rate gain of 37 words per minute and an average level gain of 1.7 after using the reading software in the support classes.

1.9 Turnitin Software is used in the classroom. This program aids students in correcting their written work and staying clear of plagiarism.

1.10 The IXL software is an immersive, online learning environment that supports students and teachers with real-time diagnostics and analytics.

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.

Goal 1 will remain the same with the only differences being the adjusting of wording in the actions/service area.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# 4. Goals and Actions

## 1. Goal

Goal #	Description
2	Create a respectful and caring culture that supports positive relationships, promotes school connectedness, and a positive school climate for all educational partners. (Broad Goal)

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 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 educational partners 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.

State Priorities:

3: Family and Community Engagement

5: Student Engagement

6: Climate

8: Student Outcomes

## 2. Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student School Climate	48%	38%	Fall 2022 41% Spring 2023		63%
Student School Belonging	54%	26%	Fall 2022 26% Spring 2023		69%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student School Engagement	24%	20%	Fall 2022 20% Spring 2023		54%
Family School Climate	17%	45%	Fall 2022 54% Spring 2023		47%
Family Engagement	15%	23%	Fall 2022 82% Spring 2023		45%
Staff School Climate	44%	50%	Fall 2022 56% Spring 2023		65%
Staff School Engagement	37%	57%	Fall 2022 52% Spring 2023		58%

### 3. Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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.	\$61,086.86	No Yes

Action #	Title	Description	Total Funds	Contributing
<b>2.2</b>	2.2 Family Engagement Programs	Family engagement plays a critical role in student learning outcomes. Family 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.	\$560,000.00	No Yes
<b>2.3</b>	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.	\$174,821.41	No Yes
<b>2.4</b>	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.	\$107,304.12	No Yes
<b>2.5</b>	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.	\$1,147,639.34	No Yes



Action #	Title	Description	Total Funds	Contributing
2.6	2.6 Extracurricular Athletic Program Support	The District extracurricular athletic program is founded on the principle that athletics are an extension of the classroom. The athletic experience contributes to the growth of the mind and body. Athletic Directors play a crucial role in each athletic sport, while coaches create positive relationships with students to experience high school sports. Engaging Students who participate in extracurricular athletic programs contribute to the overall student connectedness, school climate, and school engagement. The District will collect student data measured through school-wide surveys three times a year. Through a collaborative process, District Directors, site administration, athletic directors, and coaches will analyze student academic, college/career, and social-emotional data toward improving all students' services.	\$1,074,130.29	No Yes
2.7	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 their student members with the leadership skills necessary to develop, implement and evaluate co-curricular programs on their campuses. Activity Directors also intend to assist in developing leaders with integrity and ethical decision-making skills to be active participants in their community. The development of school leaders provides a school culture to engage students, particularly English learners, foster youth, and low-income students, through school-wide activities, club participation, school spirit, and student service, which the District will collect the student data measured through school-wide surveys three times a year. Through a collaborative process, District Directors, site administration, and Activity Directors will analyze student academic, college/career, and social-emotional data toward improving all students' services.	\$400,000.00	No Yes
2.8	2.8 District-Wide Manager of Family	The Manager of Family and Community Engagement will work collaboratively with families, school personnel, public and private agencies to develop and implement a district-wide parent engagement	\$120,000.00	No

Action #	Title	Description	Total Funds	Contributing
	and Community Engagement	program that provides opportunities to help parents to participate more effectively in improving their student's learning. Programs help build partnerships that will strengthen positive relations and trust within the school, home, and community in particular for English learners, foster youth, homeless, and low-income students.		

#### 4. Goal Analysis [2022-23]

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.

Goal two has had substantial growth in delivering services through collaborative efforts from our educational partners through its planned actions in the following way.

##### 2.1

Our restorative approaches action had at least one cohort of participating teachers, counselors, school psychologists, administrators, and classified staff from all schools. The planned actions have provided conflict mediation services using restorative approaches at all high schools. There were 416 conflict mediations provided to students in conflict this year. These interventions reduce the severity and continued conflict between students and increase student connectedness by helping students learn to resolve conflicts more healthily. The District has experienced increased student behaviors while providing interventions and support to improve. In the spring semester of 2023, a new program was implemented, Intervention To Success, to support the needs of students who have had an incident or been placed due to a suspended expulsion.

##### 2.2

The District's parent/guardian engagement has blossomed with services and activities. The planned actions have been implemented with parents/guardians involved in various activities, informing them of academic strategies, social-emotional supports, and opportunities to attend conferences. Parents/guardians that have attended conferences have empowered themselves to lead other parents and encourage them to stay involved.

##### 2.3

The School Climate action celebrates its success with a student participation rate of 5,160 responses. The increase in participation is credited to staff participating in the District's School Climate Leadership Committee. Members of this committee went through several trainings this year because they wanted to understand the greater need of our students. To address this challenge was to increase the response rate of the survey. Staff at each school site came together to rally the students to participate. The new challenge will be to surpass the Fall response this Spring.

##### 2.4

The Cultural Proficiency action provided a variety of activities. The Latinos Unidos Conference, which is student-created and student-run, tries to address students' challenges. The conference provides a day for students to see their peers lead sessions addressing various topics,

from developing a resume to building a vision board, leadership, time management, and generational change. This action supported the Black Student Union from all schools to provide students with various leadership conferences, including those attending the State conference, where they can run for a State position. With the District's priorities, this action was not fully implemented in providing training to staff but continues to be supported in its efforts.

#### 2.5

The POR VIDA program has executed the actions to support the outcomes of the goal. The program supports the 190 at-risk youth who improved their grades, attendance, social relationships, goal-setting, college/career path, and school involvement. This action has brought students together, and they applied for a Youth Making Change Grant to promote workshops on healthy relationships. The students were awarded \$3,000.00. Although the program does a great job of working with students and advocating for them, the challenge becomes servicing more students than they can handle based on the needs of the students they serve.

#### 2.6

The actions of the District's athletic program have been fully implemented. The Districts Athletic Directors' leadership has been instrumental in executing the services of this action. The support they provide our student-athletes has shown they can compete with the best of other programs. Student-athletes commit to their programs, which builds leadership amongst their peers. The challenge encountered this year has been the shortage of District employed bus drivers, which has resorted to charter buses. The cost of using chartered buses for athletic transportation has increased, and extra funding needs to be added to the action.

#### 2.7

The actions of the District's activities program have been fully implemented. The Districts Activities Directors' leadership in developing students with the knowledge and skill to bring students together is truly a work of art. The activities directors are staff who are called upon by staff to provide the support needed for student activities. They provided support and guidance for all clubs on campus. The challenge supporting activities that require transportation is the same as mentioned above for athletics.

#### 2.8

The actions of the Parent Engagement Coordinator have been fully implemented. The services provided to our parents/guardians have increased over the years pasted. This position is critical in meeting the outcomes of the goal for family school climate and family engagement.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 2 had some material differences between Budgeted Expenditures and Estimated Actual Expenditures. In Action 2 (Parent Engagement Programs), the estimated actual expenditure was significantly over the budgeted amount due to the increased services supporting parent engagement activities. In Action 6(Extracurricular Athletic Program Support), the estimated actual expenditure was over the budgeted amount due to the increase in cost for transportation.

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

2.1

Restorative Justice training for the school year 2022-23 was provided for each of the comprehensive schools and the continuation school. The trainings intent emphasis was to consider the needs of English learners, foster youth, and low-income students. The training was completed over a two day period addressing the practice of restorative approaches and the uses of social emotional tools using the community resiliency model (CRM) to assist students in crisis. The CRM provides strategies to address the zone of resiliency. The second day provides the participant on how to conduct a healing circle. The training is effective in addressing the needs of student to increase student-teacher relationships, school belonging and school climate.

2.2

Foster youth, English Learners and low-income student populations are some of the lowest performing student groups on state and local assessments. Parent involvement and education have been positively linked to student achievement. The District's family engagement program have expanded in the interest of our parents and their needs district wide. A District Family Resource Center opened in the Fall of 2022 to provide access points for parents to receive assistance with resources, programs, and services. The center is opened Monday-Friday from 10:00a.m.-7:00p.m. One (1) full time Staff Secretary was hired in September 2022 to support the Family Resource Center, parent opportunities, and recruitment to increase parent participation. District parent engagement opportunities and interpretation services are provided by the offices of family engagement. In semester 1 of 2022, 6,066 participants have attended programs/activities/classes/workshops/events provided by the district. These include district-wide parent education offerings such as social emotional learning, academies, English as a second language, math nights, cultural celebrations, food pantry, health education, parent university, signature parent engagement, parent committees, and parent conferences. Parent engagement opportunities, resources, calendar, brochures, flyers, and communications are available on the district Family Resource Center website. By providing parent engagement programs and supporting parent and community involvement, families have become informed regarding navigating the District's resources and are more involved in their student's education. By being informed partners in education, families seek support and early interventions to support their child's educational needs. Parent Attendance data has indicated an increase in parent participation at school events as a result of greater language access. The District will continue to work with school sites, parent leaders and the community to build capacity among parent groups, reach out to the families of our students, promote engagement, provide access and equity. Additionally, the District will continue to provide parents with interpretation, materials, and resources to increase participation and attendance at events. The effectiveness of this action has contributed to the goals outcome as parents/guardians from the Parent Advisory Committee (PAC) have reviewed the student climate data. The importance of PCA parents/guardian understanding the data is that they now have the background knowledge to address the needs of their students and the outcomes of this goal.

### 2.3

The school climate survey for the Fall of 2022 had significant student participation, with 5,160 responses. The data from the survey shows a need to continue supporting English learners, foster youth, and low-income students. The collaboration with teachers, counselors, psychologists, and administrators has worked together to understand the data and the use of implementing playbook strategies from Panorama Education. The spring survey administration will be better suited for teachers. Teachers will have the capability to view the survey data based on the courses they teach. Teachers will also have the ability to check-in surveys that will assist teachers in identifying the needs of students and build on student-teacher relationships and the need to continue to train multiple cohorts of staff in restorative approaches for teachers to conduct healing circles. The staff has intrinsically shifted to adjust the survey to be more granular to address the needs of students affecting the outcomes of the goal.

### 2.4

The action for Cultural Proficiency provided its effectiveness in a variety of paths. This action allows students to engage in cultural celebrations and build school connectedness and belonging. The action has contributed to the outcomes of the goal from the evidence of student participation from the survey and the staff working together to address the needs of students.

### 2.5

The effectiveness of the POR VIDA program is addressing the needs of the at-risk youth. 190 students participated in the program and serviced other students who required assistance. Twenty-five of the thirty-two seniors have applied to a community college or university. Two of the seniors from the program have been accepted to California State University. Students have participated in university field trips, career fairs, and certificates of completion of the Joven Noble program. The parent/guardian component of the program, Cara y Corazon, has had a significant role in parent/guardian relationships with their student. The effectiveness of this action has contributed to the outcomes of the goal from the contributions of parents/guardians, the case manager specialists, and the school staff who have collaborated to build a better school climate.

### 2.6

The effectiveness of the District's athletic program is that it keeps students engaged, which ties to school belonging and school climate. The athletic programs in the District have shown to be competitive as various sports have participated in high levels of competition. There continues to be an increase in participation over the last three years. Student-athletes have been shown to sustain their grades and attendance while participating in their season of sport and during the offseason.

### 2.7

The effectiveness of the activity's action plays a critical role in the outcome of the school climate. The events and activities coordinated and implemented by the leadership of the Associated Student Body (ASB) at each school contributes to the school's spirit and are reflected in our community. Students involved in ASB provide much-needed support for other students finding their way through high school. ASB students are well prepared to serve their student body by attending local workshops from the California Association of Directors of Activities and the California Association of Student Leaders (CASL), where they learn leadership skills, relationship building, and organization skills.

### 2.8

In order to continue to provide parent/caregiver outreach, education, and centralized resources for parents/caregivers, especially for English learners, foster youth, and low-income families who require additional support, the District employs one (1) full-time District-wide Manager of Family and Community Engagement. The Manager has created, developed, and continues to plan district-wide parent engagement opportunities to help families to participate more effectively in improving their student's learning; and to build partnerships that will strengthen positive relations within the school, home, and community. The Manager works with various departments to help support educational partner

engagement and activities, parent education, communication efforts, community collaboration, and the Mixteco families. Also, the Manager oversees the district-wide Family Resource Center, translation/interpretation services for the District and provides professional development support for the staff, ensuring the highest level of advocacy for children and their families. With the increase of parent needs the Manager has expanded efforts to connect families with community organizations to access available resources and also connect with public/private agencies to guide families in overcoming obstacles to self-sufficiency. Additionally, there will continue to be an expansion of outreach and communication to increase parent participation.

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.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# 5. Goals and Actions

## 1. Goal

Goal #	Description
3	Promote Career Technical Education (CTE) Pathway and Career Technical Service Organization (CTSO) access, engagement, and equity for all students, including the opportunity to attain industry certification and complete pathways.

An explanation of why the LEA has developed this goal.

SMJUHSD has a long history of CTE engagement and support across a variety of industry sectors and Career Technical Service Organizations (CTSOs) which has produced award winning programs. These programs are open to all students and provide excellent support to the development of those students. The District has allocated funding for specifically trained and credentialed staff that support the high quality CTE pathways across the district. The CTE pathways throughout the District will be focused on supporting and guiding students in pathway completion, completing industry certification, and participation in CTOS. The District will continue to provide professional learning, updated equipment that meets industry standards and consumables to run our programs.

State Priorities:  
 4: Student Achievement  
 7: Course Access  
 8: Student Outcomes

## 2. 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%	22.6%	32%		51%
CTE Pathway Completion – English Learners	20.8%	11.8%	16%		51%
CTE Pathway Completion –	25%	12.4%	16.4%		51%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students with Disabilities					
CTE Pathway Completion – Foster Youth	0%	11.1%	3.3%		25.1%
CTE Pathway Completion – Low Income	36.8%	21.9%	32.2%		51%

### 3. Actions

Action #	Title	Description	Total Funds	Contributing
3.1	3.1 Career Technical Education Certifications	Allow 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.	\$101,596.82	No Yes
3.2	3.2 Staffing support for CTE	Support the District’s Career Technical Education (CTE) program’s ongoing growth by providing staffing to meet enrollment need in each pathway.	\$1,427,208.47	No Yes
3.3	3.3 CTE Pathway Equipment Support	Provide access to industry-standard equipment, curriculum, and consumables for students to provide opportunities to earn industry certifications and complete pathways. Provide CTE related fieldtrips and CTSO related travel to provide students high quality engagement with industry, CTSO events & competitions and post-secondary training options.	\$1,448,401.06	No Yes



Action #	Title	Description	Total Funds	Contributing
3.4	3.4 SMJUHSD/SBCEO ROP Partnership	ROP no longer exists.	\$0.00	
3.5	3.5 CTE Professional Development	Provide access to ongoing professional development (PD) designed explicitly for CTE instructors and related staff, including opportunities for yearly CTE specific PD for CTE educators related to their industry sector.	\$107,304.24	No Yes
3.6	CTE Teaching staff	CTE teaching staff will provide our students with valuable career and technical education so students can (1) enter the workforce with skills and competencies to be successful, (2) pursue advanced training in postsecondary educational institutions, or (3) upgrade existing skills and knowledge.	\$398,804.23	No Yes

#### 4. Goal Analysis [2022-23]

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.

All actions for Goal 3 were fully implemented.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 3 had some material differences between Budgeted Expenditures and Estimated Actual Expenditures. In Action 1(Career Technical Education Certifications), the estimated actual expenditure was less than the budgeted amount due to the use of other funding resources. In Action 2 (Staff Support for CTE), the estimated actual expenditure was less than 50,000 than the budgeted amount, which is the expectation that additional funding would be used to pay for extended hours. In Action 3(CTE Pathway Equipment Support), the estimated actual expenditure was less than the budgeted amount due to other funding sources. In Action 6 (CTE Teaching Staff), the estimated actual expenditure was below the budgeted amount due to the use of other funding resources available.

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

After a pilot in 2021-2022 the district adopted OSHA 10 certifications for all shops and labs, Food Handlers and SafeServe for all Culinary programs starting in 2022-2023. Also piloted in 2021-2022 and adopted for 2022-2023 is iCEV and YouScience district wide for access to third party industry certifications. These are funded at the district level to ensure equity of access to industry certifications.

The district has continually grown its CTSO involvement. FFA, FBLA and FCCLA continue to provide award winning programs for students. PVHS is starting s SkillsUSA program in 2022-2023 for pathway students to have access to competitions and events. The Culinary Program at the Richardson Center entered students in Skills USA competitions and have students going to State for 2022-2023.

3.2 The district continues to run some of the largest AG/FFA programs in the state and add new CTE programs. This robust support for CTE provides our students with varied and high-quality opportunities to meet the needs of our diverse population.

3.3 The district has built a new facility, The Richardson Center, and is modernizing shops at all three comprehensive high schools. This is funded by a combination of CTEFP, CTEIG and LCAP dollars. These significant investments in facilities, equipment and supplies help ensure our students are provided up-to-date equipment and enough consumables to engage in authentic CTE programs that build capacity and character. This is combined with dedicated funds for CTSO travel to help students compete in events and experience leadership opportunities for each program.

3.5 The district continues to offer access to premier CTE conferences like ACTE, NAEF and Educating for Careers. We send educators each year to these well-respected professional development opportunities. We also support externships, industry outreach and one off trainings as available and needed.

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.

Goal 3 will remain the same with no changes.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

## 6. Goals and Actions

### 1. Goal

Goal #	Description
4	Continue to provide choices for college and career services and academic support.

An explanation of why the LEA has developed this goal.

The actions of goal four will progress the growth of our students college and career readiness. The District's counseling program developed a multi-tier system of support to address the needs targeted needs of unduplicated pupils as well as all students. The school-based mental health program provides 10 therapists and the support of our crisis intervention specialist coordinated services. In support of first-generation college-going students, the AVID program provides schools AVID strategies to implement school-wide. The arts are essential in engaging our students to thrive in their academics. This goal's services 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 to align to the actionable outcomes of the college/career indicator.

State Priorities:

- 4: Student Achievement
- 5: Student Engagement
- 7: Course Access
- 8: Student Outcomes

### 2. 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%	College Course Completer: 18.6% CTE Pathway Completer: 22.6% A-G Completer: 31.3%	College Course Completer: 18% CTE Pathway Completer: 32% A-G Completer: 28.5%		51%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College/Career Indicator– English Learners	11.8%	College Course Completer: 3.9% CTE Pathway Completer: 11.8% A-G Completer: 6.5%	College Course Completer: 4.3% CTE Pathway Completer: 16% A-G Completer: 7.4%		35%
College/Career Indicator– Students with Disabilities	4.3%	College Course Completer: 3.7% CTE Pathway Completer: 12.4% A-G Completer: 3.2%	College Course Completer: 2.7% CTE Pathway Completer: 16.4% A-G Completer: 3.1%		25.1%
College/Career Indicator – Foster Youth	10%	College Course Completer: 11.1% CTE Pathway Completer: 11.1% A-G Completer: 11.1%	College Course Completer: 13.3% CTE Pathway Completer: 3.3% A-G Completer: 10%		25.1%
College/Career Indicator- Low Income	35.8%	College Course Completer: 18.7% CTE Pathway Completer: 21.9% A-G Completer: 29.6%	College Course Completer: 17.3% CTE Pathway Completer: 32.2% A-G Completer: 27.1%		51%
Percent of students A-G and CTE Ready	37%	37.4%	15%		51%
Local indicators % of students have access and are enrolled in a broad course of study	100% of students have access and are enrolled in a broad course of study	100% of students have access and are enrolled in a broad course of study	100% of students have access and are enrolled in a broad course of study		100% of students have access and are enrolled in a broad course of study

### 3. Actions

Action #	Title	Description	Total Funds	Contributing
4.1	4.1 Districtwide Counseling Service	The District's school-based counselors, psychologists, and mental health program provide equitable and appropriate services by addressing students' academic, financial aide, peer counseling, career, and social/emotional developmental needs in addition to balancing delivery methods. Increased access to mental health services with the exploration of a mental wellness center encompass social-emotional learning, mental wellness, resilience, and positive connections between students and adults.	\$5,065,890.00	No Yes
4.2	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.	\$1,440,209.03	No Yes
4.3	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. Professional Development is provided to paraeducators and instructional aides targeted to improve student outcomes for English learners, foster youth, and low-income students.	\$508,000.00	No Yes
4.4	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.	\$359,971.33	No Yes

Action #	Title	Description	Total Funds	Contributing
4.5	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.	\$273,359.54	No Yes
4.6	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. 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.	\$304,626.02	No Yes
4.7	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.	\$733,021.86	No Yes
4.8	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 participation in various student modules, activities (including field trips), and student interest inventories, students will have real world experience.	\$177,654.42	No Yes

Action #	Title	Description	Total Funds	Contributing
4.9	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.	\$97,300.00	No Yes
4.10	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.	\$395,000.00	Yes
4.11	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 will be provided to facilitate involvement in the Foster Youth Summit and California Youth Connection. Foster Youth students will be supported with supplies needed to improve and support Graduation and College and Career readiness.	\$20,000.00	Yes
4.12	4.12 Homeless Liaison Services	The Homeless liaisons will provide service for the students in the district that are homeless or at the risk of becoming homeless. The liaison will work in partnership with the district to develop a plan to provide services for homeless students. Student bus passes will be available as needed.	\$485,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
4.13	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	No Yes

## 4. Goal Analysis [2022-23]

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.

This year's big success was the collaboration with our District Counselors and our Feeder school counseling team. With the help of Hatching Results, an outside agency, assisted counselors in a collaboration day to organize teams of counselors to work together to discuss and plan ways to make transitioning to High School more successful and how to keep students engaged. This work will be continued during the 2023-24 school year to bridge the gap of our unduplicated students.

All actions of the goal were fully executed, except action four, which was not funded and discontinued.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 4 had some material differences between Budgeted Expenditures and Estimated Actual Expenditures. In Action 1 (Districtwide Counseling Services), the estimated actual expenditure was over the budgeted amount due personnel cost, extended ours, professional development, and supplies and materials. In Action 2 (AVID), the estimated actual expenditure was less than the budgeted amount due to the limited access to scheduling and transportation for college visits. In Action 3 (Paraeducator and instructional aid training and resources), the estimated actual expenditure was significantly over the budgeted amount due to the increase in personnel cost, and materials and supplies. In Action 7 (Interpretation/Translation Services), the estimated actual expenditure was over the budgeted amount due to the increase personnel cost, extended hours, and in materials and supplies.

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

4.1



The counseling team has completed a Santa Maria JUHSD Handbook that has goals that were agreed upon by all of the school counselors. A 4 year plan was created that outlines all of the work that was done through the work done with Hatching Results during their 4 years working together. School counselors have signed up for certain pieces of their program development that they will be in charge of updating to continue moving their work forward.

#### 4.2

Students in the AVID program were able to participate in College trips to different CSU's and Universities. They were supported with AVID tutors for those struggling in Math and English. The AVID teachers will attend summer institute training to create goals and plans to continue with the progress of the program. The AVID coordinator is working with the principals to ensure the plan and data are submitted for next year.

#### 4.3

Instructional Aides received professional development to review mandated child abuse reporting, Special Education requirements for compliant IEP's, Alternative Dispute Resolution and instructional assistants responsibilities in supporting students with disabilities.

#### 4.4

Crisis Intervention Specialists provided consultation services to students, parents, staff and others including crisis, violence, sexual harassment, substance abuse and other prevention and intervention programs. They regularly promote sobriety and provide drug-free activities, make presentations to classrooms, and provide various in-services.

#### 4.5

EAOP Coordinators assisted students in applying for financial aid, staying on the A-G track, and successfully completing college applications. Students were transported to UCSB for an Education, Leadership, and Careers Conference where speakers guided them on steps to be successful on their college and career journey. EAOP also provided a parent conference where they had workshops on mental health, financial aid, how to support their students transitioning from high school to postsecondary education and what resources can be found at the campuses to continue to support students while in college.

#### 4.6

The Visual and Performing Arts programs at each site were provided supplies to expand their classroom teaching. Band, Ballet Folklorico and Art were all supported in professional development and field trips. The District put on the production Chicago which brought together the talent of Righetti, Santa Maria and Pioneer High School students. Students were able to participate in Art events such as Chalk on the Sidewalk and Film productions.

#### 4.7

We continue to refine processes to maximize our ability to provide language access and ensure we are doing so in a way that is responsive to the needs of our families. Processes have been developed and streamlined to improve the outcomes and access for families. District translator/interpreter team have worked to ensure that all messages are available in multiple languages. Staff is provided with various

professional learning opportunities, skilled based professional development and one-on-one coaching has been implemented this school year to support areas of growth. We have worked to increase the team of interpreters and use a variety of methods to fill the needs at the school site and district level. The District has hired one (1) full-time Multilingual Translator/Interpreter to better support the increment of indigenous families. Also, the District has increased this service by hiring four (4) on-call translators/interpreters during extended learning hours in order to support further translation/interpretation services for students and their families. As a result of this semester the district overall increased the number of meetings that provided simultaneous and consecutive interpretation. In semester 1 of 2022, 1,934 meetings included interpretation services. Additionally, Interpreters facilitated 3,126 phone calls to homes and translated 401 documents. These include school events, special education parent meetings, and meetings between teachers, counselors, administrators and Parents. Families have expressed their appreciation for the interpretation equipment at all meetings. Parent Attendance data has indicated an increase in parent participation at school events as a result of greater language access. The District will continue to research further ways to provide more translation/interpretation services in order to increase the ability to communicate effectively to our families during extended learning hours.

#### 4.8

The district provided students the opportunity to attend different College trips throughout the year. Career paths were also explored with field trips to PCPA, floating lab at the aquarium in Avila, tour of National Steinbeck, Close Up trip to Washington DC and much more. Students were able to experience activities that helped support them being College and Career ready.

#### 4.9

Tutoring services were provided on campuses before and after school. Students accessed 24/7 one-on-one assistance with Tutoring.com.

#### 4.10

Foster Youth Liaisons worked at each site with foster students to assist with their needs. This year, 186 foster youth students received 2,091 services, including identification of foster students by working with site registrars and cross-referencing with the Foster Focus data system, weekly assessing academic and emotional needs, identifying academic goals, and case management and support services for crisis incidents. Foster youth liaisons participate in best interest determination, student study teams, 504 plans, individual education plans, and child-family team meetings advocating for services and academic needs. Our foster youth students are supported through the collaborative efforts of school administrators, teachers, campus security, social workers, guardians, and resource parents to ensure everyone is in communication and acting in the best interest of the foster youth.

#### 4.11

A district-wide Respect Day Youth Summit for foster youth and homeless students was held on February 8, 2023. The summit focused on increasing personal power and self-esteem, shifting unhealthy peer pressure to positive peer support, and reducing teasing, violence, and all forms of intolerance. Foster and homeless students came together to discuss pertinent issues affecting their lives. This brought a sense of belongingness to the group. Six foster youth students attended the California Foster Youth Summit in Orange County, CA. Foster Youth and homeless students were also provided the opportunity to participate in extracurricular activities. Graduation caps and gowns were also provided to encourage students to continue with their goal of graduating.

#### 4.12

Homeless Liaisons were funded to work with our homeless students or students at risk of homelessness. The Liaisons met with 516 students to discuss their educational needs and provide the supplies or services requested. Students were provided the following services; homeless identification, case planning, collaboration with outside agencies, bus passes, PV vouchers, clothing vouchers, hygiene products, laundry tokens, job search and resume assistance, food distribution resources, and housing search resources. Homeless students and the Liaisons attended the Statewide California Homeless Education Conference and college visits to UC Santa Barbara, Allan Hancock Community College, Cal Poly San Luis Obispo, Cuesta Community College, and CSU, Fresno.

#### 4.13

In Fall 2022, over 400 students improved at least one grade through our on-track credit recovery software, which is widely used for Independent Study, intervention classes, and during summer school.

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.

The goal and actions/services will remain the same with just an adjustment in the wording of the actions/services. There will be a new credit recovery software program that will be implemented during the Summer of 2023.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# 7. Goals and Actions

## 1. Goal

Goal #	Description
5	Improve learning outcomes by increasing access, training, and support to educational technology.

An explanation of why the LEA has developed this goal.

SMJUHSD strives to provide students and staff with the tools they need to engage in modern, collaborative work centered on teaching and learning. Teachers and students use a variety of instructional equipment and software to improve learning outcomes, specifically focused on increasing college and career readiness and graduation rate.

State Priorities:  
 5: Student Engagement  
 8: Student Outcomes

## 2. Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate	91.2%	93.1%	92.7%		95%
Graduation Rate-English Learners	78.5%	83.7%	82.1%		90.5%
Graduation Rate-Students with Disabilities	62.7%	75.7%	78.6%		85%
Graduation Rate-Foster Youth	70%	77.8%	76.7%		90.5%
Graduation Rate- Low Income	90.5%	92.5%	92.2%		95%

## 3. Actions

Action #	Title	Description	Total Funds	Contributing
5.1	5.1 Instructional Technology Training	SMJUHSD provides a host of technology training opportunities for students and staff, including: New teacher technology onboarding, incoming freshmen technology onboarding, student information system training for staff, collaborative learning tools training for staff, and other instructional technology software training. The purpose of the above instructional technology training is to increase student and staff knowledge of online tools and improve learning outcomes.	\$135,340.93	No Yes
5.2	5.2 Instructional Technology Equipment and Access	In line with the SMJUHSD vision for instructional technology equipment, the district provides and supports the following: <ul style="list-style-type: none"> <li>• 1:1 laptop computer to all students</li> <li>• 1:1 laptop computer to all instructional staff (ie, teachers, instructional assistants, support staff)</li> <li>• iPad tablet to all teaching staff</li> <li>• Interactive Flat Panel Monitor(s) in all classrooms</li> <li>• Workstation equipment for teachers in all classrooms (ie, monitor(s), docking station, keyboard, mouse)</li> <li>• Hotspot and internet service for students</li> </ul> The purpose of providing the above equipment and access is to create a professional and equitable environment where teachers and students have universal access to technology to enhance teaching and learning.	\$1,606,889.72	No Yes
5.3	5.3 Instructional Technology Support	SMJUHSD provides support through several modalities, including: Instructional Technology Specialists: SMJUHSD provides three full-time and one part-time certificated specialists to support teachers and students with instructional technology software. Technology Support Helpline: In addition to in-person student and staff support, SMJUHSD provides a support hotline during business hours. The purpose of the above support systems is to ensure teachers and students have	\$653,217.60	No Yes

Action #	Title	Description	Total Funds	Contributing
		functioning equipment and the ability to use the online learning tools supported by the district.		
5.4	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.	\$277,883.45	No Yes
5.5	5.5 Instructional Technology Software	SMJUHSD provides access and support to a variety of instructional and operational online tools, including: Learning Management System (LMS): A LMS provides teachers the ability to create an online presence for their course, and students the ability to access course content both during and outside of class. Parents are able to engage in course content and monitor student progress. Assessment Tool: This tool provides teachers the ability to create and share common assessments utilizing a variety of question types. Teachers also receive real-time, standards-based student mastery data to drive PLC, department, and district collaboration. Collaboration: All students and staff accounts have full access to collaborative applications and tools. The purpose of providing access and support to the above online tools is to increase engagement, diversify instruction, and enhance teacher and student collaboration.	\$91,843.50	No Yes

## 4. Goal Analysis [2022-23]

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.

No, there are no substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 5 had some material differences between Budgeted Expenditures and Estimated Actual Expenditures. In Action 1 (Educational Technology Training and LCAP Support), the estimated actual expenditure was more than the budgeted amount due to additional instructional platforms along with the professional training to implement. In Action 2 (One to One Devices), the estimated actual expenditure was less than the budgeted amount due to decrease in pricing. In Action 3 (Teachers on Special Assignment), the estimated actual expenditure was less than the budgeted amount due to less hours worked outside of the school day. In Action 5 (Learning Management System), the estimated actual expenditure was more than the budgeted amount due to the purchase of additional educational software .

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

The District continues to incorporate and utilize technology to enhance teaching and learning. We have continued to implement the action items from this goal to provide access to and training opportunities with technology with the purpose of increasing student achievement. Technology implementation and access is a growing priority for students and staff. The District has brought on new software to enhance security of student laptops and comply with the Children's Internet Protection Act. In addition, a new assessment software has been integrated, named Formative, with the goal of providing departments the ability to create and share common formative assessments and hold data driven PLC conversations. The District continues to grow it's 1:1 computer initiative, now including all teaching staff along with students. The 1:1 computer initiative provides access and flexibility to students and staff. Furthermore, as many teachers are now utilizing our Canvas Learning Management System to house their course content, internet access is essential for all students. Therefore, the District provides internet access to students in need through the use of a hotspot or low cost connection with a local internet provider. Our graduation rate metric continues to demonstrate that the effective implementation of the action items in this goal have a positive impact on student achievement. By providing students and staff with 1:1 devices, internet access, and a learning management system, learning can be done through a variety of modalities from any location. Students have the ability to keep up with course objectives and pace their learning, while teachers have the ability to create and share engaging and supplemental content. Our support system for technology, including our Teachers on Special Assignment, Computer Technician, and our robust training opportunities, has enabled our teachers to create engaging and rigorous learning opportunities for students.

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.

There have been additions to each action item to reflect the growing nature of technology in education. Below is an overview of these changes:

5.1 - The district has adopted additional instructional platforms to support student learning. Training on these additional platforms is reflected in the additions to this action item.

5.2 - The district has a 1:1 device model for all students and instructional staff. The additions to this action include 1:1 devices for instructional staff and classrooms to match the 1:1 device initiative for students.

5.3 - The addition of the Technology Support Helpline is another method for staff to receive immediate technology support from a technician.

5.4 - There have been no changes to this action item.

5.5 - The district has adopted additional instructional platforms to support student learning. These platforms are reflected as additions to this action item.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**



# 8. Goals and Actions

## 1. 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 educational partners engagement. (Broad Goal)

An explanation of why the LEA has developed this goal.

Creating a safe, secure, and healthy environment is a priority to our educational partners, 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.

State Priorities:  
 3: Family and Community Engagement  
 5: Student Engagement  
 6: Climate

## 2. Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Districts Expulsion Rate	0%	0.14% (13)	.3% (25)		0%
Suspension Rate	1.6%	2.69% (247)	Medium (3.7%, 353 Students)		1%
Staff School Climate	44%	38%	56%		65%
School Belonging	54%	26%	26%		69%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Engagement	24%	20%	20%		54%
Family Engagement	15%	23%	12%		45%
District Dropout Rate	2%	1.5%	4.6%		1%
Districts Attendance Rate	96.6%	95.33%	96.8%		96%

### 3. Actions

Action #	Title	Description	Total Funds	Contributing
6.1	6.1 Classified Substitute Pool Program	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. This particular action provides the immediate replacement of staff toward continuity of support for student learning, student safety, and pandemic protocols for cleanliness for all students, particularly English learners, foster youth, and low-income students, that contribute to the positive outcomes of the metric of this goal. Through a collaborative process, District Directors, site administration, and Plant Managers will analyze graduation data, suspension data, and school climate data toward improving services.	\$271,034.01	No Yes
6.2	6.2 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. Supplemental 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	\$300,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		graduation data, suspension data, and school climate data toward improving services.		
<b>6.3</b>	6.3 School Safety Training	Safety training support for administrators, staff, security, and plant managers. School safety training will continue to support through conferences, School Resource Officer training, safety supplies, safety planning, and presentations to staff members. Through a collaborative process, District Directors, site administration, and Plant Managers will analyze graduation, suspension, and school climate data to improve services.	\$890,271.44	Yes
<b>6.4</b>	6.4 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 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.	\$335,000.00	No Yes
<b>6.5</b>	6.5 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.	\$800,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
6.6	6.6 Attendance Intervention	The District will provide software and training designed to monitor, analyze, and facilitate parent communication related to school attendance. The software program will assist school sites with parent notification of attendance and the prevention of students at risk of chronic absenteeism. The system will assist and be implemented as an intervention in reducing the District's chronic absenteeism and support our Student Attendance Review Board (SARB) in proactively intervening toward positive outcomes. Through a collaborative process, District Directors, site administration, and counselors will analyze graduation data, suspension data, and school climate data toward improving services.	\$232,153.60	No Yes
6.7	6.7 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 increases the students' sense of safety and well-being. This particular action provides continuity of support for pandemic protocols for a clean environment for all students, particularly English learners, foster youth, and low-income students, that contribute to the positive outcomes of the metric of this goal. Through a collaborative process, District Directors, site administration, and Plant Managers will analyze graduation data, suspension data, and school climate data toward improving services.	\$593,275.14	No Yes

#### 4. Goal Analysis [2022-23]

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.

6.1

The actions of the Classified Substitute Pool Program have been fully implemented in serving the need to replace a classified employee when a position is unoccupied.

6.2

Campus Security Support Staff action was fully implemented, serving the needs of students and staff. Campus security has been an essential component in keeping each campus safe. With the increased behaviors, they have provided support from situations being escalated. The challenge this year with campus security has been the reoccurrence of COVID. COVID hit our campus security personnel hard, and District Directors assisted in campus supervision. At times, other school sites would release one of their campus security to assist another school site.

6.3

The planned actions for the School Safety Training have been fully implemented. The action must reflect the addition of safety plans and supplies.

6.4

The planned action of the School Resource Officer (SRO) was not fully implemented. The action is to include three SROs for the District. This action contracts with two local law enforcement. The one contract with two SROs has a shortage of officers; therefore, two schools do not have an SRO. The absence of the SROs on these two campuses has reflected the outcomes of the goal.

6.5

The action for FitzGerald Community School has met the need to provide the placement for the District's expelled student. However, the challenge is students do not attend consistently and fall behind in completing coursework. FitzGerald has added a school-based mental health therapist to support students' needs.

6.6

The action to support attendance intervention has provided sites with the process and data to improve student attendance. The challenge has been with the mapping of data to the intervention software. There have been several meetings to correct the mapping of data, which has improved.

6.7

The action of the Campus Custodians provides pandemic protocols to provide cleanliness in restrooms and classrooms. The planned actions from the Campus Custodians have been fully implemented.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 6 had some material differences between Budgeted Expenditures and Estimated Actual Expenditures. In Action 1 (Classified Substitute Pool Program), the estimated actual expenditure was more than the budgeted amount due to the increase in the number of classified substitutes needed. In Action 2 (Campus Security Support Staff), the estimated actual expenditure was less than the budgeted amount due to the use of other funding sources. In Action 3 (School Safety Training), the estimated actual expenditure was over than the budgeted

amount due to the increase in professional development, equipment, and personnel cost. In Action 5 (FitzGerald Community School), the estimated actual expenditure was less than the budgeted amount due to the other school districts contracting the same services. In Action 6 (Attendance Intervention), the estimated actual expenditure was less than the budgeted amount due to the contracted services.

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

6.1

The effectiveness of this action has provided the necessary support for the outcomes of the goal. The Classified Substitute Pool Program is most often used by our instructional aides to support students receiving services for special education. The services that instructional aides provide assistance with the academic progress a student needs to meet their IEP goals and to keep them on track for graduation.

6.2

Campus Security Support Staff plays a significant role in the outcomes of the goal. In August of 2022, all campus security were trained in Community Resiliency Model (CRM) to assist students in crisis. Campus Security Coordinators are active members of the District Safety Committee, where they provide input and support in addressing students' needs and promoting a safer environment. They share the information with their site campus security staff. Campus Security Coordinators have been meeting to align the same protocols for all schools. This year's campus security goal was promoting positive relations with students, student-to-student, and staff.

6.3

- School Safety Training action has grown. It primarily served as an action to provide the service to staff for school safety training through software modules, conferences, and local training, which still exist. Through the District's Safety Committee, there was a need to have a risk assessment done for every school site. The risk assessment is to assist with our current safety practices and protocols. This assessment was completed in the Spring of 2023 to provide information to update all school safety plans, including the District's Safety Plan. Fentanyl presentations were provided by the "Stop The Void" organization to all schools in the District. Fighting and Physical Altercation Prevention Institute training on January 31, 2023. Assistant Principals of student affairs, Deans, and Campus Security Coordinators are attending the training. This action is also to provide the sites with additional support for supplies as needed by the sites. The effectiveness for the action School Safety Training contributed to the outcomes of the goal.

6.4

The action of School Resource Officers (SRO) has met the progress toward the goal to a certain extent. Currently, there is only one school resource officer at one school. The SRO is based at one school and is on campus daily, providing additional supervision support.

6.5

The District contract with the Santa Barbara County Education Office for the services of expelled students. The FitzGerald Community School provides educational services to 20 students, which includes the services of two students with IEPs. This year there have been 46 expulsions hearing with 17 expulsions. A progress monitoring tool has been implemented so that the expectation of the student's rehabilitation plan can be closely followed and reported. These services are being reviewed in collaboration with SBCEO.

6.6

The effectiveness of the attendance intervention action has shown that schools are intervening in student attendance. This year there have been \_\_\_ SARBs in the District with an increase of \_\_\_ students attending school. Letters \_\_\_ and Administrative meeting \_\_\_ .

6.7

The action Campus Custodians has provided effective services for the health and safety of our students. The Campus Custodians check

restrooms daily for cleanliness and restocking of toiletries. These services are aligned to support pandemic protocols.

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.

Action 6.3, School Safety training, will add the wording to include staff, safety plans, and supplies as additional support to meet the outcomes of the goal.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# 9. Goals and Actions

## 1. 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. (Focus Goal)

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 19' indicates that 31.6% 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 8.6% 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.

State Priorities:

- 2: Implementation of State Standards
- 4: Student Achievement
- 7: Course Access
- 8: Student Outcomes

## 2. 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%	No ELPI available. EL proficiency rate of 20.27%	46.8%		75%
English Language Proficiency Rate (ELPAC)	31.6%	24%	46.8%		65%
Reclassification Rate	8.6%	8.2%	14% locally determined data		30%
College & Career Readiness (CCI)	11.8%	CCI data not available. ELs completed one college course for credit - 3.9%	4.3% ELs completed one college course for credit		35%
State Seal of Biliteracy Rate (ELs)	31.3%	4.3%	1.9%		50%
State Seal of Biliteracy Rate of ELs who met CCI	7.2%	CCI data not available. State Seal of Biliteracy rate 4.3%	1.9%		35%

### 3. Actions

Action #	Title	Description	Total Funds	Contributing
7.1	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.	\$3,316,946.20	Yes

Action #	Title	Description	Total Funds	Contributing
7.2	7.2 Professional Development	ELD Pathway teachers and the Multilingual & Migrant Education (MMEP) staff will attend conferences and workshops and engage in writing and revising curriculum to strengthen classroom instruction and improve English learners' linguistic and academic outcomes. Professional development will include how to embed integrated English language development (ELD) strategies within all academic content courses to better support English learner students.	\$157,685.08	Yes
7.3	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 standard alignment, development of common assessments, research-based instructional routines, and integrated ELD strategies in all academic content courses to support Long-Term English Learners (LTELs). Also, to provide coaching and analysis of assessment data to build individual and group effectiveness in improving language proficiency and reclassification rates among English learners.	\$155,630.79	Yes
7.4	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.	\$308,200.00	Yes
7.5	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.	\$81,846.83	Yes

Action #	Title	Description	Total Funds	Contributing
7.6	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.	\$798,951.01	Yes
7.7	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.	\$111,000.00	Yes
7.8	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 Assignment (TOSA) 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.	\$310,231.16	Yes
7.9	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	\$68,928.39	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
<b>7.10</b>	7.10 English Learner Specialists	The English Language Development Teacher on Special Assignment at each comprehensive school site will work with 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.	\$400,000.00	Yes
<b>7.11</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 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. Paraprofessionals and teachers participate in training to support English Language Learners with disabilities that is known to benefit monolingual students with disabilities.	\$31,300.00	No Yes

## 4. Goal Analysis [2022-23]

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.

All actions are in full implementation. Class size caps in EL classes slightly increased at some sites due to over enrollment and new arrivals throughout the school year. While some additional sections were added at the beginning of the school year, adding ELD double period sections is difficult during the year due to availability of teachers and credentialing. Due to low employment pools the hiring and replacing of bilingual instructional assistants who left mid-year was difficult, with some positions remaining open. Professional development activities have been limited due to shortages of substitutes. Also, with recent schedule change, fewer staff are available to work beyond the school day for additional compensation. Most professional development for bilingual instructional assistants took place on minimum days requiring less pay for hours worked beyond their regular work day. EL consultant fees were paid using Title III funds. Enrichment activities such as field trips were limited due to the unavailability of bus drivers and the limited availability of charter busses. Additional funds were needed in action 7.7 due to the use of outside vendors for EL supplemental intervention programs, as fewer teachers were available to teach beyond the regular work day. Funds in action 7.10 were used for one fulltime EL TOSA with the other two school sites opting for a .4 / 2 period EL TOSA. It is recommended that all three comprehensive sites hire a full-time EL TOSA to provide additional support to students and to increase professional development, so that all teachers use CA ELD Standards in tandem with CA CCSS for ELA/Literacy and other content standards across all subjects providing meaningful access to grade-level academic content instruction.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal 7 had some material differences between Budgeted Expenditures and Estimated Actual Expenditures. In Action 1 (EL Pathway and Core Courses), the estimated actual expenditure was less than the budgeted amount due to other funding resources. In Action 3 (ELD Consultants), the estimated actual expenditure was less than the budgeted amount due to other funding resources. In Action 4 (ELD Supplemental Materials), the estimated actual expenditure was less than the budgeted amount due to other funding resources. In Action 7 (EL Enrichment and Intervention), the estimated actual expenditure was more than the budgeted amount due to the increase in student enrichment activities and cost for extended interventions. In Action 11 (English Learner Specialist), the estimated actual expenditure was less than the budgeted amount due to other funding resources.

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

Based on student achievement data there has been positive growth. The overall English Language Progress Indicator (ELPI) and ELPAC rate for 2019 was 31.6 % which increased in 2022 to 46.8%. This is an overall increase of 15.2% of EL students growing 1 or more ELPAC levels. Increases were seen at all schools (PV - +6.7%, RHS +20.3%, SM +18.7%, and Delta with +17.1%. The ELPI Status level (color) remains at very low (red) or low (orange) due to schools/district not meeting the 95% participation rate threshold due to the high number of truants at each site that did not take the ELPAC exam. Overall ELPAC participation rate for the district was 85%. The D/F rates for long-term English learners is high in comparison on non-EL students, however there has been an increase in after school tutoring at the sites and

an increase in EL newcomer and intermediate students participating in supplemental programs offered beyond the school day. The overall reclassification rate for the district for 22' was 14% which is increase of 5.8% from the previous year. College and Career Readiness has slightly increased from 3.9% to 4.3%.

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.

Full-time EL TOSAs will be added at all school sites to address the needs of all English learner students, to provide support for academic content teachers with strategies on how to imbed integrated ELD strategies within their lessons, and to support the implementation of the EL pathway. MMEP staff collaborated with Hancock College to offer a community education (ESL) course as extended learning for struggling 11th & 12 grade EL students. A total of 39 students attended the program which included an end of year college field trip and a live theatrical performance. Non-grads will be identified and assisted with the transition to the community college to further their education in the ESL program. MMEP staff and consultants will continue to assess program effectiveness of the EL Pathway, examine supports for long-term English learners and re-vamp the structure of the EL Pathway as needed. An EL newcomer & intermediate 10-week Saturday academy was implemented for struggling students who need targeted support to accelerate language proficiency, increase reading, vocabulary and speaking skills through one-on-one and small group instruction. A total of 40 students completed the program which was held in the spring. Additional Math & ELA academies were held for both EL/Migrant students targeting those near or below standard on the CAASP test. The English Language Progress Indicator (ELPI) and ELPAC Proficiency rate for the district has shown in increase from 31.6% in 2019 to 46.8% in 2022 with an overall increase of 15.2 %. Increases at each site ranged from +6.7% to +20.3%. The overall reclassification rate for the district for 22' was 14% which is an increase of 5.8% from the previous year. The College & Career Readiness rate for EL students has slightly increased from 3.9% to 4.3%.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# 10. Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$33,779,840.00	\$3,910,593.00

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
31.98%	0.93%	\$925,506.24	32.91%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## 1. 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. Twenty percent of 2022-23 LCFF(update when new carryover is calculated) carryover is added to goal 1 action 1.

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 also there will be a new Ethnic and Gender Studies course for 9th-grade students.

Goal 1 Action #4 This action is no longer in use.

Goal 1 Action #5 Additional support courses assist students in English and math, promoting success and academic growth. Co-teaching classes combine both general and special education teachers to provide all students including those with disabilities (foster youth, English

learners, and low-income students) needs in core content courses, promoting success and academic development. This action includes core content coaches' support in teacher instruction, student learning, and collegiality. Eighty percent of 2022-23 LCFF (update when new carryover is calculated) carryover is added to goal 1 action 5.

Goal 1 Action #6 The District's progress monitoring and student placement protocols inform teachers, site administration, and District Directors of student academic growth. Site teachers are provided the data collected on math and reading assessments for teachers to inform their instruction in addressing specific learning gaps, especially for math and English teachers. 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 disabilities, including foster youth, English learners, and low-income students. The intervention provides a learning environment for students' 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 provides an intervention reading program that uses technology for individualized scaffold silent reading practice for students with reading levels at grade 3 and higher. Collaborating 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 disabilities, including foster youth, English learners, and low-income students. Comprehensive curriculum, individualized guidance, and real-time analytics meet each student's unique learning needs. The intervention program will help case managers monitor student's progress on IEP goals.

After assessing the needs, conditions, and circumstances of our unduplicated students (foster youth, English learners, low-income) and students with disabilities, we learned that the Smarter Balance Assessment Consortium (SBAC) proficiency rates of foster youth Very Low (16 Students) English learner (ELA-2.97%, Math-.97%), low-income (ELA-33.69%, Math-13.42%) students with disabilities (ELA-8.1%, Math-.57%) compared to the overall SBAC-English-37.29% and SBAC-Math-14.89% 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 two 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 unduplicated students and students with disabilities, the actions meet the need to improve 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. In the academic year 2023/24, the District will begin an intensive professional development initiative with English teachers, math teachers, and counselors. The District mathematics program is moving to select an integrated math program that will include professional development of curricular standards and supports.

Goal #1 and its actions support meeting the needs of English learners, foster youth, and low-income students, as evidenced through stakeholder dialogue. The actions of this goal have been strategically aligned, and some of them have been taken from other goals to support our students. The effectiveness of these actions is based on a continuous plan of action supporting the District's professional development, professional learning, research-based interventions, and culturally responsive instruction.

Goal #1 references State Priorities 1, 2, 4, 7, and 8. Certificated staff who participated in a District input and dialogue that reflected the positive outcomes for priorities 1, 2, 4, 7, and 8. Priority 1( Basic - Conditions of Learning) reflected positive input to implement and adapt the instructional needs of students, supplemental materials for English learners, supplemental materials for foster youth, and supplemental materials for low-income; educators are offered developmental opportunities that help improve student outcomes, with LCAP funding reflecting the need to achieve the desired educational outcomes for students. Priority 2 (State Standards) reflected input the District effectively evaluates student learning based on local assessments, and the District effectively evaluates student learning based on State standards. Priority 4 (Pupil Achievement) reflects that academic interventions have increased the number of college and career-ready students, and District aligned CCSS has prepared students for graduation and beyond. Priority 7 (Course Access) with the new EGS course toward the access to a comprehensive course of study. Priority 8 (Other Pupil Outcome) on the District's curriculum is the positive movement toward equitable, high-quality instruction and supporting all students to thrive.

Goal 2 Action #1The 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. The District completed four training cohorts and will continue to build its capacity for all staff to be trained. The training taught teachers how to conduct healing circles with students to build upon outcomes of the metrics such as climate, belonging, and engagement.

Goal 2 Action #2Parents/Guardians 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/Guardians' leadership supports and builds trust as a community. This is reflected through the parent surveys and shared with all educational partners in

providing services for foster youth, English learners, and low-income students. This school year, parents/guardians were provided multiple events to participate. Parents/Guardians reviewed the Student Climate survey at a PAC meeting to address the needs of students.

Goal 2 Action #3 School surveys are critical for all students' academic growth and social-emotional support. Surveys are administered to students, staff, and parents/guardians to provide data for all educational partners to review and analyze to better school culture to improve services for foster youth, English learners, and low-income students. To better serve the needs of our students, student survey data is disseminated to each teacher's course.

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. This year services focused on providing activities for foster youth, low-income, and English learner students participating in student-organized events, and cultural theater field trips.

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. This year, students participated in multiple college and career visits. Students who participated in the POR VIDA program participated in a cultural research-based program that provided them with educational concepts and academic engagement.

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. The progress of our athletics programs reflects in their skill level of participation and competition levels. This was an exceptional year for unduplicated students who participated in high-level completion athletic events through the support of established athletic programs.

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 to develop, implement and evaluate campus co-curricular programs. This year unduplicated students participated in the California Association of Student Leaders conference, where participating students who attended the conference shared their experiences with other students to implement learned practices.

The Fall administration for our student climate survey went very well, with 5,160 participating. The results from the student climate survey are the following: School Safety 53%, school mindset 47%, school climate 41%, School Teacher-student Relationship 38%, student school belonging 26%, and student school engagement 20%. A second survey will be administered in the spring to compare if there were areas that improved or areas of growth.

The actions to support the outcomes of the goal are being provided on a district-wide basis with the expectation that all students will benefit from the services provided. The staff has had professional development consultations on addressing strategies to improve outcomes. The collaborative efforts from stakeholders improving positive relations with students and the researched base data collected to improve our practices reflect the effectiveness of future outcomes of this goal. This year each school site had a cohort trained in restorative practices in learning the resiliency zone in addressing the needs of students through one on one conversation or in a group setting.

Parents participated in the family-school relationship survey, with 323 parents participating in the fall administration. The Fall data results revealed a positive increase for both data measures from Goal 2 metrics. There was a positive increase for family school climate at 54% (up 1% from spring 2022) and family engagement at 12% (up 3% from spring 2022). Learning recovery went up 43% to 49%, and school safety stayed at the same rate of 63% from the spring of 2022. The family-school relationship survey will be administered in the spring to compare overall growth during the academic year.

Staff

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 skill set. Equipment is to be maintained and evaluated yearly for student safety.

Goal 3 Action #4 ROP is no longer in use.

Goal 3 Action #5 Professional development is designed explicitly for CTE instructors and related staff. Training will focus on promoting CTE instructional strategies and compliance certification of staff. In addition, 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 pathways.

Goal 3 Action #6 CTE teaching staff will provide 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.

According to the California College Career indicator for the year 2022, there were 729 who completed a career technical education (CTE) pathway. The student groups who completed a CTE pathway were 82 English Learners, 664 low-income, 43 students with disabilities, one foster youth, and 100 homeless students. Students who completed a CTE pathway and met the A-G requirements were 342 students. The student groups who completed a CTE pathway and met the A-G requirements were 16 English learners, 308 low-income, four students with disabilities, one foster youth, and 47 homeless students.

The District CTE program is in the early stages of implementing work-based learning. Work-based learning is required to report for the academic year 2022-23, including SAE projects, virtual job shadow, student store, cafe experience, etc. The District is working on internships with SBCEO Community Partner "Partners in Education," the workforce development board, and industry partners to establish industry experience.

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 supporting 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. In addition, 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. In addition, the effectiveness of strategic practices such as counselor-aligned standards supporting student academic plans, teacher professional learning, and the exposure of our students engaging in industry-standard equipment will support the outcomes of this goal. Examples include the District's CTE program working on internships with Santa Barbara County Education Office "Partners In Education," industry partners, and students enrolled in CTE courses which will participate in a virtual job shadow lesson.

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 are 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. This is essential to creating a school culture where students feel safe and empowered to report safety concerns, which are 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 schools 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 which 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 in 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 Specialists 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 better serve our Foster Youth students. 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 who are homeless or at 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.

According to the California Dashboard data, our students continue to progress with the services from the actions of the goal. One hundred twenty-eight students passed an Advanced Placement Exam. The student groups from the total who passed an advanced Placement Exam include five English Learners, 105 low-income, two students with Disability, two foster youth, and ten homeless. Students who met the requirements for college/university admission were 649 students in total. The student groups from the total who met the A-G requirements were 38 English Learners, 559 low-income, eight students with disabilities, three foster youth, and 80 homeless students. Four hundred ten students completed one college credit course. The student groups from the total who completed one college credit course were 22 English learners, 356 low-come, seven students with disabilities, four foster youth, and 49 homeless students. Three hundred students completed two college credit courses. The student groups who completed two college credit courses were 14 English learners, 261 low-income, four students with disabilities, four foster youth, and 30 homeless.

The effectiveness of goal four has shown improvements for students admitted to University of California (UC) admissions. For the District graduates for the class of 2023, there were 390 applications submitted, with 256 students admitted for the fall of 2023. This is an increase of 36.4% from last year's 2022 graduates. The District's financial aid applications submitted by the Cal Grant Deadline increased by 7.75% from last year's graduating class. For the District graduates for the class of 2023, there were 1,744 completed applications and 978 students that were awarded financial aid. This is 190 more students awarded Cal Grants than last year.

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 effectively 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 systems, which support improving all students' learning gaps, including low-income, English learners, and foster youth students. In addition, the District provides funding for an LCAP Specialist to maintain district software programs and support 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 allows them to gain technological skills, access to 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. The District continues to provide hotspot devices to unduplicated students who cannot afford an internet connection or are in an area without internet services.

Goal 5 Action #3 The District's site-level TOSAs directly support teachers using 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 are critical to student academic growth. Computer technicians ensure that all students, including low-income English learners, and foster youth, can access 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 rate 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, 4, 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 English learners, foster youth, and students with disabilities will effectively 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 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 concerns. In addition, additional funding will provide security support for extracurricular activities beyond the school day, including off-campus events where students may need supervision.

**Goal 6 Action #3** Safety training support for administrators, campus security, and plant managers improve school climate while improving suspension rates. School safety training will be provided through conferences, 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 will increase engagement.

**Goal 6 Action #4** Funding to secure School Resource Officers/Deputy services from law enforcement agencies. The District will contract 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 development of 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 for 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 regarding 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 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 at each comprehensive school site during the school day. The additional adult presence on campus during the day will increase the student's 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 Fall 2022 survey data that the student school engagement and school belonging of our English learners, foster youth, and low-income students is lower than the national average. Schools have had two professional development days learning effective strategies addressing school engagement and belonging.

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 to engage students, which 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, and 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 the effectiveness of this goal for 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 the curriculum to strengthen classroom instruction and improve English learners' linguistic and academic outcomes.

Goal 7 Action #3 Consultants will provide designated and integrated ELD teachers, site administrators, EL TOSAs, 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 using research-based supplemental materials, formative language assessments, software licenses, and other consumable materials to implement, monitor, and evaluate the ELD Pathway.

Goal 7 Action #5 The data specialist will support EL instructional software programs. In addition, the data specialist 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 toward 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 Assignments, and school administrators regarding placement recommendations of English learner's 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 understand the EL Pathway and placement criteria and become more familiar with the ELPAC assessment to increase reclassification rates among English Learners. MMEP staff will guide them in using the RFEP monitoring tool to support re-designated students and become more knowledgeable of the criteria for the SSB. In addition, it will 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 increased number of 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 the Director of Special education, 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 RFEP 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 disabilities.

After assessing our English learner students' needs, conditions, and circumstances, the District learned that the Advanced Placement and A-G rates were low compared to all students. This is an area of need to improve upon 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 Advanced Placement and A-G rates. Goal 7, actions 1, 2, 4, 6, 7, 8, 9, 11, provide the support and resources in a District-wide approach to improving these rates that will also contribute to increased reclassification rates and English learner progress through effective research-based strategies.

Because Goal-7 is a focused goal, these actions are provided district-wide to all English learners, expecting all student rates to improve. The District has addressed the ELPAC participation rate for the school year 2022-23 and addressed the need to improve the ELPI outcomes. The District expects the metric outcomes to increase in its third year of meeting the metric outcomes.

The Santa Maria Joint Union High School District's Local Control Accountability Plan has collaborated with its educational partners to support the actions and expenditures of funds marked as contributing to increased or improved services developed with a 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 \$33,779,840.00 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 34.81%. The District and the support of its educational partners have demonstrated that it has met the 34.81% 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 described within the plan.

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

1. Increase personnel costs for student academic counseling services to improve college and career readiness and the implementation of wellness centers.

2. Increase social-emotional well-being services of the District's school-based mental health program with 13 therapists for the following academic year (2023-24).
3. Personnel cost to lower the student/teacher ratio for English learners and newcomer students. This includes expanding Teachers on Special assignments and supporting teachers to improve the outcomes of English learners and other unduplicated 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. This includes the early stages of adopting a new District math curriculum.
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 educational partners 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 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 sustained 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. English learner specialists (3) to support the instructional needs of teachers teaching English learners at Santa Maria High School, Ernest Righetti High School, and Pioneer Valley 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.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

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

1. Santa Maria High School has the District's highest rate of English learners. The student-to-teacher ratio for ELD and Designated ELD is 25 to 1, focusing on increasing language fluency, reclassification, college career readiness, and state seal of biliteracy. Concentration grant add-on funds will allocate funding for English learner students with the additional English-certificated staff.
2. Pioneer Valley High School has the second-highest rate of English learners in the District. The student-to-teacher ratio for ELD and Designated ELD is 25 to 1, focusing on increasing language fluency, reclassification, college career readiness, and state seal of biliteracy. The concentration grant add-on funds will allocate funding for English learner students with the additional English-certificated staff.
3. Ernest Righetti has the third-highest rate of English learners in the District. The student-to-teacher ratio for ELD and Designated ELD is 25 to 1, focusing on increasing language fluency, reclassification, college career readiness, and state seal of biliteracy. The concentration grant add-on funds will allocate funding for English learner students with the additional English-certificated staff.
4. Additional concentration grant add-on funds are used to support the District's co-teaching model for all three comprehensive schools. The District's co-teaching model support the needs of students with disabilities in the core area of math, English, science, and social studies.

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

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	1.55%
Staff-to-student ratio of certificated staff providing direct services to students	NA	4.5%

## 11. 2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$35,626,365.21			\$1,028,350.00	\$36,654,715.21	\$19,215,650.25	\$17,439,064.96

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	1.1 Common Core Support Services	All English Learners Foster Youth Low Income	\$893,804.55	\$0.00	\$0.00	\$172,350.00	\$1,066,154.55
1	1.2	1.2 Supplemental Resources	All English Learners Foster Youth Low Income	\$92,434.74	\$0.00	\$0.00	\$0.00	\$92,434.74
1	1.3	1.3 Ethnic and Gender Studies	All English Learners Foster Youth Low Income	\$222,390.85	\$0.00	\$0.00	\$0.00	\$222,390.85
1	1.4	1.4 Assessment Management System	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.5	1.5 Intervention and Support	All English Learners Foster Youth Low Income	\$5,736,815.18	\$0.00	\$0.00	\$0.00	\$5,736,815.18
1	1.6	1.6 Progress Monitoring and Student Placement	All English Learners Foster Youth Low Income	\$125,000.00	\$0.00	\$0.00	\$0.00	\$125,000.00
1	1.7	1.7 Intense Literacy Intervention Support	All Students with Disabilities English Learners Foster Youth	\$100,000.00	\$0.00	\$0.00	\$0.00	\$100,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
1	1.8	1.8 Reading Comprehension Support	All English Learners Foster Youth Low Income	\$60,000.00	\$0.00	\$0.00	\$0.00	\$60,000.00
1	1.9	1.9 Academic Writing Support	All English Learners Foster Youth Low Income	\$103,096.00	\$0.00	\$0.00	\$0.00	\$103,096.00
1	1.10	1.10 Comprehensive Intervention Curriculum	Students with Disabilities English Learners Foster Youth Low Income	\$47,866.00	\$0.00	\$0.00	\$0.00	\$47,866.00
2	2.1	2.1 Restorative Justice Planning	All English Learners Foster Youth Low Income	\$61,086.86	\$0.00	\$0.00	\$0.00	\$61,086.86
2	2.2	2.2 Family Engagement Programs	All English Learners Foster Youth Low Income	\$560,000.00	\$0.00	\$0.00	\$0.00	\$560,000.00
2	2.3	2.3 School Climate Surveys	All English Learners Foster Youth Low Income	\$174,821.41	\$0.00	\$0.00	\$0.00	\$174,821.41
2	2.4	2.4 Cultural Proficiency	All English Learners Foster Youth Low Income	\$107,304.12	\$0.00	\$0.00	\$0.00	\$107,304.12
2	2.5	2.5 Student/Parent/Guardian Engagement - Por Vida	All English Learners Foster Youth Low Income	\$1,147,639.34	\$0.00	\$0.00	\$0.00	\$1,147,639.34
2	2.6	2.6 Extracurricular	All English Learners Foster Youth	\$1,074,130.29	\$0.00	\$0.00	\$0.00	\$1,074,130.29

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Athletic Program Support	Low Income					
2	2.7	2.7 Student Activities	All English Learners Foster Youth Low Income	\$400,000.00	\$0.00	\$0.00	\$0.00	\$400,000.00
2	2.8	2.8 District-Wide Manager of Family and Community Engagement	All English Learners Foster Youth Low Income	\$0.00	\$0.00	\$0.00	\$120,000.00	\$120,000.00
3	3.1	3.1 Career Technical Education Certifications	All English Learners Foster Youth Low Income	\$101,596.82	\$0.00	\$0.00	\$0.00	\$101,596.82
3	3.2	3.2 Staffing support for CTE	All English Learners Foster Youth Low Income	\$1,427,208.47	\$0.00	\$0.00	\$0.00	\$1,427,208.47
3	3.3	3.3 CTE Pathway Equipment Support	All English Learners Foster Youth Low Income	\$1,448,401.06	\$0.00	\$0.00	\$0.00	\$1,448,401.06
3	3.4	3.4 SMJUHSD/SBC EO ROP Partnership		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.5	3.5 CTE Professional Development	All English Learners Foster Youth Low Income	\$107,304.24	\$0.00	\$0.00	\$0.00	\$107,304.24
3	3.6	CTE Teaching staff	All English Learners Foster Youth Low Income	\$398,804.23	\$0.00	\$0.00	\$0.00	\$398,804.23
4	4.1	4.1 Districtwide Counseling Service	All English Learners Foster Youth Low Income	\$5,065,890.00	\$0.00	\$0.00	\$0.00	\$5,065,890.00
4	4.2	4.2 Advancement	All English Learners	\$1,440,209.03	\$0.00	\$0.00	\$0.00	\$1,440,209.03



Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Via Individual Determination (AVID) Sections	Foster Youth Low Income					
4	4.3	4.3 Paraeducator and Instructional Aid Training and Resources	All English Learners Foster Youth Low Income	\$508,000.00	\$0.00	\$0.00	\$0.00	\$508,000.00
4	4.4	4.4 Crisis Intervention Staff	All English Learners Foster Youth Low Income	\$359,971.33	\$0.00	\$0.00	\$0.00	\$359,971.33
4	4.5	4.5 Early Academic Outreach Program (EAOP) Services	All English Learners Foster Youth Low Income	\$273,359.54	\$0.00	\$0.00	\$0.00	\$273,359.54
4	4.6	4.6 Visual and Performing Arts Program	All English Learners Foster Youth Low Income	\$304,626.02	\$0.00	\$0.00	\$0.00	\$304,626.02
4	4.7	4.7 Interpretation/Translation Services	All English Learners Foster Youth Low Income	\$733,021.86	\$0.00	\$0.00	\$0.00	\$733,021.86
4	4.8	4.8 College Career Readiness Support	All English Learners Foster Youth Low Income	\$177,654.42	\$0.00	\$0.00	\$0.00	\$177,654.42
4	4.9	4.9 Tutoring Services	All English Learners Foster Youth Low Income	\$31,300.00	\$0.00	\$0.00	\$66,000.00	\$97,300.00
4	4.10	4.10 Foster Youth Liaison Services	Foster Youth	\$395,000.00	\$0.00	\$0.00	\$0.00	\$395,000.00
4	4.11	4.11 Foster Youth Training and Support Programs	Foster Youth	\$20,000.00	\$0.00	\$0.00	\$0.00	\$20,000.00
4	4.12	4.12 Homeless Liaison Services	All English Learners	\$0.00	\$0.00	\$0.00	\$485,000.00	\$485,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Foster Youth Low Income					
4	4.13	4.13 On Track Credit Recovery Software	All English Learners Foster Youth Low Income	\$0.00	\$0.00	\$0.00	\$185,000.00	\$185,000.00
5	5.1	5.1 Instructional Technology Training	All English Learners Foster Youth Low Income	\$135,340.93	\$0.00	\$0.00	\$0.00	\$135,340.93
5	5.2	5.2 Instructional Technology Equipment and Access	All English Learners Foster Youth Low Income	\$1,606,889.72	\$0.00	\$0.00	\$0.00	\$1,606,889.72
5	5.3	5.3 Instructional Technology Support	All English Learners Foster Youth Low Income	\$653,217.60	\$0.00	\$0.00	\$0.00	\$653,217.60
5	5.4	5.4 Technical Support for One to One student devices	All English Learners Foster Youth Low Income	\$277,883.45	\$0.00	\$0.00	\$0.00	\$277,883.45
5	5.5	5.5 Instructional Technology Software	All English Learners Foster Youth Low Income	\$91,843.50	\$0.00	\$0.00	\$0.00	\$91,843.50
6	6.1	6.1 Classified Substitute Pool Program	All English Learners Foster Youth Low Income	\$271,034.01	\$0.00	\$0.00	\$0.00	\$271,034.01
6	6.2	6.2 Campus Security Support Staff	All English Learners Foster Youth Low Income	\$300,000.00	\$0.00	\$0.00	\$0.00	\$300,000.00
6	6.3	6.3 School Safety Training	English Learners Foster Youth Low Income	\$890,271.44	\$0.00	\$0.00	\$0.00	\$890,271.44
6	6.4	6.4 School Resource Officers	All English Learners Foster Youth Low Income	\$335,000.00	\$0.00	\$0.00	\$0.00	\$335,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
6	6.5	6.5 Fitzgerald Community School	All English Learners Foster Youth Low Income	\$800,000.00	\$0.00	\$0.00	\$0.00	\$800,000.00
6	6.6	6.6 Attendance Intervention	All English Learners Foster Youth Low Income	\$232,153.60	\$0.00	\$0.00	\$0.00	\$232,153.60
6	6.7	6.7 Campus Custodians	All English Learners Foster Youth Low Income	\$593,275.14	\$0.00	\$0.00	\$0.00	\$593,275.14
7	7.1	7.1 Maintenance of Class Size Caps in EL Pathway & Core Courses with Newcomers	English Learners	\$3,316,946.20	\$0.00	\$0.00	\$0.00	\$3,316,946.20
7	7.2	7.2 Professional Development	English Learners	\$157,685.08	\$0.00	\$0.00	\$0.00	\$157,685.08
7	7.3	7.3 ELD Consultants	English Learners	\$155,630.79	\$0.00	\$0.00	\$0.00	\$155,630.79
7	7.4	7.4 ELD Supplemental Materials	English Learners	\$308,200.00	\$0.00	\$0.00	\$0.00	\$308,200.00
7	7.5	7.5 Data Support & Assessment	English Learners	\$81,846.83	\$0.00	\$0.00	\$0.00	\$81,846.83
7	7.6	7.6 Newcomer Support	English Learners	\$798,951.01	\$0.00	\$0.00	\$0.00	\$798,951.01
7	7.7	7.7 EL Enrichment and Intervention	English Learners	\$111,000.00	\$0.00	\$0.00	\$0.00	\$111,000.00
7	7.8	7.8 Placement & Monitoring of EL Students	English Learners	\$310,231.16	\$0.00	\$0.00	\$0.00	\$310,231.16
7	7.9	7.9 Support for Counselors	English Learners	\$68,928.39	\$0.00	\$0.00	\$0.00	\$68,928.39
7	7.10	7.10 English Learner Specialists	English Learners	\$400,000.00	\$0.00	\$0.00	\$0.00	\$400,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
7	7.11	7.11 English Learners with Disabilities	Students with Disabilities English Learners	\$31,300.00	\$0.00	\$0.00	\$0.00	\$31,300.00

**12. 2023-24 Contributing Actions Table**

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$105,634,624.00	\$33,779,840.00	31.98%	0.93%	32.91%	\$35,626,365.21	0.00%	33.73 %	<b>Total:</b>	\$35,626,365.21
								<b>LEA-wide Total:</b>	\$35,626,365.21
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	1.1 Common Core Support Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$893,804.55	
1	1.2	1.2 Supplemental Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$92,434.74	
1	1.3	1.3 Ethnic and Gender Studies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$222,390.85	
1	1.5	1.5 Intervention and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,736,815.18	
1	1.6	1.6 Progress Monitoring and Student Placement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$125,000.00	
1	1.7	1.7 Intense Literacy Intervention Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.8	1.8 Reading Comprehension Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$60,000.00	
1	1.9	1.9 Academic Writing Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$103,096.00	
1	1.10	1.10 Comprehensive Intervention Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$47,866.00	
2	2.1	2.1 Restorative Justice Planning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$61,086.86	
2	2.2	2.2 Family Engagement Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$560,000.00	
2	2.3	2.3 School Climate Surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$174,821.41	
2	2.4	2.4 Cultural Proficiency	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$107,304.12	
2	2.5	2.5 Student/Parent/Guardian Engagement - Por Vida	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,147,639.34	
2	2.6	2.6 Extracurricular Athletic Program Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,074,130.29	
2	2.7	2.7 Student Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$400,000.00	
2	2.8	2.8 District-Wide Manager of Family and Community Engagement			English Learners Foster Youth Low Income	All Schools	\$0.00	
3	3.1	3.1 Career Technical Education Certifications	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$101,596.82	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.2	3.2 Staffing support for CTE	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,427,208.47	
3	3.3	3.3 CTE Pathway Equipment Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,448,401.06	
3	3.5	3.5 CTE Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$107,304.24	
3	3.6	CTE Teaching staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$398,804.23	
4	4.1	4.1 Districtwide Counseling Service	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,065,890.00	
4	4.2	4.2 Advancement Via Individual Determination (AVID) Sections	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,440,209.03	
4	4.3	4.3 Paraeducator and Instructional Aid Training and Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$508,000.00	
4	4.4	4.4 Crisis Intervention Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$359,971.33	
4	4.5	4.5 Early Academic Outreach Program (EAOP) Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$273,359.54	
4	4.6	4.6 Visual and Performing Arts Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$304,626.02	
4	4.7	4.7 Interpretation/Translation Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$733,021.86	
4	4.8	4.8 College Career Readiness Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$177,654.42	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.9	4.9 Tutoring Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$31,300.00	
4	4.10	4.10 Foster Youth Liaison Services	Yes	LEA-wide	Foster Youth	All Schools	\$395,000.00	
4	4.11	4.11 Foster Youth Training and Support Programs	Yes	LEA-wide	Foster Youth	All Schools	\$20,000.00	
4	4.12	4.12 Homeless Liaison Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
4	4.13	4.13 On Track Credit Recovery Software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
5	5.1	5.1 Instructional Technology Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$135,340.93	
5	5.2	5.2 Instructional Technology Equipment and Access	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,606,889.72	
5	5.3	5.3 Instructional Technology Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$653,217.60	
5	5.4	5.4 Technical Support for One to One student devices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$277,883.45	
5	5.5	5.5 Instructional Technology Software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$91,843.50	
6	6.1	6.1 Classified Substitute Pool Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$271,034.01	
6	6.2	6.2 Campus Security Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$300,000.00	
6	6.3	6.3 School Safety Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$890,271.44	



Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
6	6.4	6.4 School Resource Officers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$335,000.00	
6	6.5	6.5 Fitzgerald Community School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$800,000.00	
6	6.6	6.6 Attendance Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$232,153.60	
6	6.7	6.7 Campus Custodians	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$593,275.14	
7	7.1	7.1 Maintenance of Class Size Caps in EL Pathway & Core Courses with Newcomers	Yes	LEA-wide	English Learners	All Schools	\$3,316,946.20	
7	7.2	7.2 Professional Development	Yes	LEA-wide	English Learners	All Schools	\$157,685.08	
7	7.3	7.3 ELD Consultants	Yes	LEA-wide	English Learners	All Schools	\$155,630.79	
7	7.4	7.4 ELD Supplemental Materials	Yes	LEA-wide	English Learners	All Schools	\$308,200.00	
7	7.5	7.5 Data Support & Assessment	Yes	LEA-wide	English Learners	All Schools	\$81,846.83	
7	7.6	7.6 Newcomer Support	Yes	LEA-wide	English Learners	All Schools	\$798,951.01	
7	7.7	7.7 EL Enrichment and Intervention	Yes	LEA-wide	English Learners	All Schools	\$111,000.00	
7	7.8	7.8 Placement & Monitoring of EL Students	Yes	LEA-wide	English Learners	All Schools	\$310,231.16	
7	7.9	7.9 Support for Counselors	Yes	LEA-wide	English Learners	All Schools	\$68,928.39	
7	7.10	7.10 English Learner Specialists	Yes	LEA-wide	English Learners	All Schools Specific Schools: SMHS, PVHS, ERHS 9th - 12th	\$400,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
7	7.11	7.11 English Learners with Disabilities	Yes	LEA-wide	English Learners	All Schools	\$31,300.00	

### 13. 2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$29,508,702.75	\$31,613,712.01

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	1.1 Common Core Support Services	Yes	\$608,129.83	\$586,376.03
1	1.2	1.2 Supplemental Resources	Yes	\$79,040.45	\$124,621.58
1	1.3	1.3 Ethnic and Gender Studies	Yes	\$121,105.50	\$168,506.73
1	1.4	1.4 Assessment Management System			\$0.00
1	1.5	1.5 Intervention and Support	Yes	\$3,353,347.61	\$4,637,764.12
1	1.6	1.6 Progress Monitoring and Student Placement	Yes	\$93,847.88	\$94,773.01
1	1.7	1.7 Intense Literacy Intervention Support	Yes	\$31,000.00	\$16,544.48
1	1.8	1.8 Reading Comprehension Support	Yes	\$66,000.00	\$47,000.00
1	1.9	1.9 Academic Writing Support	Yes	\$90,000.00	\$90,780.00
1	1.10	1.10 Comprehensive Intervention Curriculum	Yes	\$30,000.00	\$54,920.52

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	2.1 Restorative Justice Planning	Yes	\$34,770.25	\$62,508.96
2	2.2	2.2 Family Engagement Programs	Yes	\$296,087.70	\$551,975.22
2	2.3	2.3 School Climate Surveys	Yes	\$66,585.00	\$59,515.03
2	2.4	2.4 Cultural Proficiency	Yes	\$83,556.76	\$65,189.92
2	2.5	2.5 Student/Parent/Guardian Engagement - Por Vida	Yes	\$532,277.39	\$482,806.21
2	2.6	2.6 Extracurricular Athletic Program Support	Yes	\$900,000.00	\$1,021,892.00
2	2.7	2.7 Student Activities	Yes	\$171,062.94	\$198,357.98
2	2.8	2.8 District Wide Parent Engagement Coordinator	No	\$96,655.00	\$96,655.00
3	3.1	3.1 Career Technical Education Certifications	Yes	\$101,596.82	\$0.00
3	3.2	3.2 Staffing support for CTE	Yes	\$1,427,208.47	\$1,379,676.36
3	3.3	3.3 CTE Pathway Equipment Support	Yes	\$1,198,401.06	\$1,150,916.76
3	3.4	3.4 SMJUHSD/SBCEO ROP Partnership			\$0.00
3	3.5	3.5 CTE Professional Development	Yes	\$15,000.00	\$17,429.26
3	3.6	CTE Teaching staff	Yes	\$398,804.23	\$615.11

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.1	4.1 Districtwide Counseling Service	Yes	\$3,834,386.99	\$4,209,251.77
4	4.2	4.2 Advancement Via Individual Determination (AVID) Sections	Yes	\$1,440,209.03	\$1,056,935.85
4	4.3	4.3 Paraeducator and Instructional Aid Training and Resources	Yes	\$23,000.00	\$550,642.63
4	4.4	4.4 Crisis Intervention Staff	Yes	\$320,888.33	\$327,922.30
4	4.5	4.5 Early Academic Outreach Program (EAOP) Services	Yes	\$273,359.54	\$270,581.52
4	4.6	4.6 Visual and Performing Arts Program	Yes	\$101,700.00	\$125,774.01
4	4.7	4.7 Interpretation/Translation Services	Yes	\$588,091.46	\$659,705.79
4	4.8	4.8 College Career Readiness Support	Yes	\$177,654.42	\$167,420.60
4	4.9	4.9 Tutoring Services	Yes	\$300,000.00	\$300,000.00
4	4.10	4.10 Foster Youth Liaison Services	Yes	\$330,000.00	\$301,000.00
4	4.11	4.11 Foster Youth Training and Support Programs	Yes	\$9,000.00	\$17,984.98
4	4.12	4.12 Homeless Liaison Services	No	\$330,000.00	\$226,875.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.13	4.13 On Track Credit Recovery Software	No	\$185,000.00	\$185,000.00
5	5.1	5.1 Educational Technology Training and LCAP Support	Yes	\$130,488.96	\$574,103.27
5	5.2	5.2 One to One Devices	Yes	\$3,213,779.44	\$3,002,231.64
5	5.3	5.3 Teachers on Special Assignment (TOSA)	Yes	\$653,217.60	\$545,757.34
5	5.4	5.4 Technical Support for One to One student devices	Yes	\$251,853.64	\$253,977.27
5	5.5	5.5 Learning Management System	Yes	\$100,000.00	\$414,928.73
6	6.1	6.1 Classified Substitute Pool Program	Yes	\$4,277.39	\$50,000.00
6	6.2	6.2 Campus Security Support Staff	Yes	\$416,488.33	\$210,805.94
6	6.3	6.3 School Safety Training	Yes	\$115,271.44	\$1,027,636.71
6	6.4	6.4 School Resource Officers	Yes	\$335,000.00	\$334,634.78
5	6.5	6.5 Fitzgerald Community School	Yes	\$705,000.00	\$418,256.00
6	6.6	6.6 Attendance Intervention	Yes	\$80,000.00	\$46,884.82
6	6.7	6.7 Campus Custodians	Yes	\$518,600.22	\$540,818.53

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
7	7.1	7.1 Maintenance of Class Size Caps in EL Pathway & Core Courses with Newcomers	Yes	\$3,316,946.23	\$3,258,448.21
7	7.2	7.2 Professional Development	Yes	\$177,540.08	\$37,128.42
7	7.3	7.3 ELD Consultants	Yes	\$155,630.79	\$101,149.65
7	7.4	7.4 ELD Supplemental Materials	Yes	\$308,200.00	\$250,256.06
7	7.5	7.5 Data Support & Assessment	Yes	\$80,948.45	\$66,371.68
7	7.6	7.6 Newcomer Support	Yes	\$708,086.05	\$711,693.92
7	7.7	7.7 EL Enrichment and Intervention	Yes	\$11,000.00	\$141,500.99
7	7.8	7.8 Placement & Monitoring of EL Students	Yes	\$294,071.06	\$319,187.05
7	7.9	7.9 Support for Counselors	Yes	\$10,000.00	\$0.00
7	7.10	7.10 English Learner Specialist	Yes	\$183,236.41	\$22.27
7	7.11	7.11 English Learners with Disabilities	Yes	\$31,300.00	\$0.00

**14. 2022-23 Contributing Actions Annual Update Table**

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$30,436,286.00	\$28,199,697.75	\$30,527,832.01	(\$2,328,134.26)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	1.1 Common Core Support Services	Yes	\$435,779.83	\$414,026.03		
1	1.2	1.2 Supplemental Resources	Yes	\$79,040.45	\$124,621.58		
1	1.3	1.3 Ethnic and Gender Studies	Yes	\$121,105.50	\$168,506.73		
1	1.5	1.5 Intervention and Support	Yes	\$3,353,347.61	\$4,637,764.12		
1	1.6	1.6 Progress Monitoring and Student Placement	Yes	\$93,847.88	\$94,773.01		
1	1.7	1.7 Intense Literacy Intervention Support	Yes	\$31,000.00	\$16,544.48		
1	1.8	1.8 Reading Comprehension Support	Yes	\$66,000.00	\$47,000.00		
1	1.9	1.9 Academic Writing Support	Yes	\$90,000.00	\$90,780.00		
1	1.10	1.10 Comprehensive Intervention Curriculum	Yes	\$30,000.00	\$54,920.52		
2	2.1	2.1 Restorative Justice Planning	Yes	\$34,770.25	\$62,508.96		
2	2.2	2.2 Family Engagement Programs	Yes	\$296,087.70	\$551,975.22		
2	2.3	2.3 School Climate Surveys	Yes	\$66,585.00	\$59,515.03		



Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.4	2.4 Cultural Proficiency	Yes	\$83,556.76	\$65,189.92		
2	2.5	2.5 Student/Parent/Guardian Engagement - Por Vida	Yes	\$532,277.39	\$482,806.21		
2	2.6	2.6 Extracurricular Athletic Program Support	Yes	\$900,000.00	\$1,021,892.00		
2	2.7	2.7 Student Activities	Yes	\$171,062.94	\$198,357.98		
3	3.1	3.1 Career Technical Education Certifications	Yes	\$101,596.82	\$0.00		
3	3.2	3.2 Staffing support for CTE	Yes	\$1,427,208.47	\$1,379,676.36		
3	3.3	3.3 CTE Pathway Equipment Support	Yes	\$1,198,401.06	\$1,150,916.76		
3	3.5	3.5 CTE Professional Development	Yes	\$15,000.00	\$17,429.26		
3	3.6	CTE Teaching staff	Yes	\$398,804.23	\$615.11		
4	4.1	4.1 Districtwide Counseling Service	Yes	\$3,834,386.99	\$4,209,251.77		
4	4.2	4.2 Advancement Via Individual Determination (AVID) Sections	Yes	\$1,440,209.03	\$1,056,935.85		
4	4.3	4.3 Paraeducator and Instructional Aid Training and Resources	Yes	\$23,000.00	\$550,642.63		
4	4.4	4.4 Crisis Intervention Staff	Yes	\$320,888.33	\$327,922.30		
4	4.5	4.5 Early Academic Outreach Program (EAOP) Services	Yes	\$273,359.54	\$270,581.52		
4	4.6	4.6 Visual and Performing Arts Program	Yes	\$101,700.00	\$125,774.01		
4	4.7	4.7 Interpretation/Translation Services	Yes	\$588,091.46	\$659,705.79		
4	4.8	4.8 College Career Readiness Support	Yes	\$177,654.42	\$167,420.60		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
4	4.9	4.9 Tutoring Services	Yes		\$0.00		
4	4.10	4.10 Foster Youth Liaison Services	Yes	\$330,000.00	\$301,000.00		
4	4.11	4.11 Foster Youth Training and Support Programs	Yes	\$9,000.00	\$17,984.98		
5	5.1	5.1 Educational Technology Training and LCAP Support	Yes	\$130,488.96	\$574,103.27		
5	5.2	5.2 One to One Devices	Yes	\$3,213,779.44	\$3,002,231.64		
5	5.3	5.3 Teachers on Special Assignment (TOSA)	Yes	\$653,217.60	\$545,757.34		
5	5.4	5.4 Technical Support for One to One student devices	Yes	\$251,853.64	\$253,977.27		
5	5.5	5.5 Learning Management System	Yes	100,000.00	\$414,928.73		
6	6.1	6.1 Classified Substitute Pool Program	Yes	\$4,277.39	\$50,000		
6	6.2	6.2 Campus Security Support Staff	Yes	\$416,488.33	\$210,805.94		
6	6.3	6.3 School Safety Training	Yes	\$115,271.44	\$1,027,636.71		
6	6.4	6.4 School Resource Officers	Yes	\$335,000.00	\$334,634.78		
6	6.5	6.5 Fitzgerald Community School	Yes	\$705,000.00	\$418,256.00		
6	6.6	6.6 Attendance Intervention	Yes	\$80,000.00	\$46,884.82		
6	6.7	6.7 Campus Custodians	Yes	\$518,600.22	\$540,818.53		
7	7.1	7.1 Maintenance of Class Size Caps in EL Pathway & Core Courses with Newcomers	Yes	\$3,316,946.23	\$3,258,448.21		
7	7.2	7.2 Professional Development	Yes	\$52,540.08	\$32,128.42		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
7	7.3	7.3 ELD Consultants	Yes	\$55,630.79	\$1,149.65		
7	7.4	7.4 ELD Supplemental Materials	Yes	\$308,200.00	\$250,256.06		
7	7.5	7.5 Data Support & Assessment	Yes	\$80,948.45	\$66,371.68		
7	7.6	7.6 Newcomer Support	Yes	\$708,086.05	\$711,693.92		
7	7.7	7.7 EL Enrichment and Intervention	Yes	\$11,000.00	\$141,500.99		
7	7.8	7.8 Placement & Monitoring of EL Students	Yes	\$294,071.06	\$319,187.05		
7	7.9	7.9 Support for Counselors	Yes	\$10,000.00	\$0.00		
7	7.10	7.10 English Learner Specialist	Yes	\$183,236.41	\$22.27		
7	7.11	7.11 English Learners with Disabilities	Yes	\$31,300.00	\$0.00		

**15. 2022-23 LCFF Carryover Table**

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$99,711,005.00	\$30,436,286.00	1.02%	31.54%	\$30,527,832.01	0.00%	30.62%	\$925,506.24	0.93%

# 16. Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

# 17. Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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.

## **18. Plan Summary**

### **1. 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.

## 2. Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

## 19. Engaging Educational Partners

# 1. Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC Section 52064[e][1]*). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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/>.

# 2. 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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

## **20. Goals and Actions**

### **1. Purpose**

Well-developed goals will clearly communicate to educational partners 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 educational partners 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.

### **2. 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.

## 1. 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 educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

## 2. 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.

## 3. 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 educational partners, 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.

## 4. Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

##### 5. **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 2020–21 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> or when adding a new metric.

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 action 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 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.

**6. 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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.

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

### **1. Purpose**

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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.

### **2. Requirements and Instructions**

***Projected LCFF Supplemental and/or Concentration Grants:*** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year:** Specify the estimated 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).

**LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

**LCFF Carryover — Dollar:** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

**Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent:*** For school districts with an unduplicated pupil percentage of 55 percent 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 percent:*** For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## 22. Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## 1. Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## 2. Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

### 3. Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

### 4. Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

### 5. LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## 6. Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### 1. Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### 2. Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)



- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

**3. LCFF Carryover Table**

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
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# Local Performance Indicator Self-Reflection

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

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

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

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

## Performance Standards

The performance standards for the local performance indicators are:

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

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

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

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

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

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

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

### **School Climate (LCFF Priority 6)**

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

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

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

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

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

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

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

# Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

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

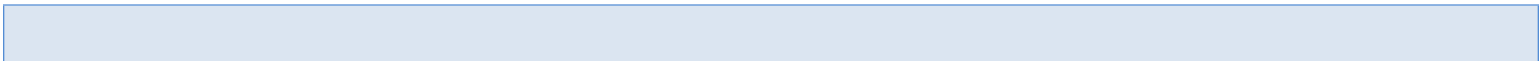
LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

### OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

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

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



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

**OPTION 2: Reflection Tool**

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

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

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

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

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

Rating Scale (lowest to highest) -

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

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

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

Rating Scale (lowest to highest) -

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

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



## Other Adopted Academic Standards

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

Rating Scale (lowest to highest) -

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

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

## Support for Teachers and Administrators

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

Rating Scale (lowest to highest) -

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

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

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

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

## Parental Involvement and Family Engagement (LCFF Priority 3)

### Introduction

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

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: <sup>1</sup>

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

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

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

## **Instructions**

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

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

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

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):
  - 1 – Exploration and Research
  - 2 – Beginning Development
  - 3 – Initial Implementation
  - 4 – Full Implementation
  - 5 – Full Implementation and Sustainability
4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.
5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

## Sections of the Self-Reflection Tool

### Section 1: Building Relationships Between School Staff and Families

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

Rating Scale (lowest to highest) -

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Section 2: Building Partnerships for Student Outcomes

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

Rating Scale (lowest to highest) -

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

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

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

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

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

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

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

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

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

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

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

### Section 3: Seeking Input for Decision-Making

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

Rating Scale (lowest to highest) -

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

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

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

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

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

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

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

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

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

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

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

## School Climate (LCFF Priority 6)

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

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

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

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

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

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

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

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

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

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

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

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

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

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

The District's barriers identified toward a broad course of study are varied. The District is working with teachers and site administration to ensure that master boards are flexible in meeting the needs of students. English language learners who are in the country for 12 months or less have a great academic span of needs as with students with disabilities. Because 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 change in staff occur. The implementation of intervention courses should be structured similarly throughout the District as students move from one school to another.

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



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

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

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

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

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

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

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

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

Rating Scale (lowest to highest) -

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

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

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

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

**School Year**

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**Date of Board Approval**

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**LEA Name**

Santa Maria Joint Union High School District

**CDS Code:**

42-69310-0000000

**Link to the LCAP:**

*(optional)*

[http://images.pcmac.org/Uploads/SantaMaria/SantaMaria/Divisions/DocumentsCategories/Documents/2018\\_Local\\_Control\\_and\\_Accountability\\_Plan\\_Annual\\_Update\\_Santa\\_Maria\\_Joint\\_Union\\_High\\_School\\_District\\_20180618\\_%7BSIS4BD00ACA1289%7D.pdf](http://images.pcmac.org/Uploads/SantaMaria/SantaMaria/Divisions/DocumentsCategories/Documents/2018_Local_Control_and_Accountability_Plan_Annual_Update_Santa_Maria_Joint_Union_High_School_District_20180618_%7BSIS4BD00ACA1289%7D.pdf)

**For which ESSA programs apply to your LEA?**

Choose From:

**TITLE I, PART A**

Improving Basic Programs Operated by State and Local Educational Agencies

**TITLE II, PART A**

Supporting Effective Instruction

**TITLE III, PART A**

Language Instruction for English Learners and Immigrant Students

**TITLE IV, PART A**

Student Support and Academic Enrichment Grants

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

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

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

## Instructions

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

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

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

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

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

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

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

**This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.**

**The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.**

**Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.**

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

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

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

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

## Strategy

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

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

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

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

## Alignment

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

The Santa Maria Joint Union High School District's LCAP educational partners meet on various dates depending on the group. The groups include administrators, teachers, parents (ELAC, Migrant, and General Education), community members, nonprofits, local city officials, county officials, government agencies, and higher education. The groups are targeted to determine the needs through various data analyses and assessments. Educational Partners review data to develop potential actions to address student achievement needs. These potential actions are shared with school site groups, parent groups, and several District Parent Advisory Committees meetings throughout the year.

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

## ESSA Provisions Addressed Within the LCAP

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

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

**TITLE I, PART A**

**Monitoring Student Progress Towards Meeting Challenging State Academic Standards**

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

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

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

**Overuse in Discipline Practices that Remove Students from the Classroom**

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

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

**Career Technical and Work-based Opportunities**

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

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

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

## TITLE II, PART A

### Title II, Part A Activities

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

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



## TITLE III, PART A

### Parent, Family, and Community Engagement

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

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

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

### TITLE I, PART A

#### Poverty Criteria

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

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

The Santa Maria Joint Union High School District is made up of three comprehensive high schools and one continuation high school. All four schools are Title 1 school-wide. The District's percentage of free and reduce status of students is 77.7%. In order to provide additional services and programs school sites are supported based on the percentage of students at each of the school sites based on free and reduce status to make the greatest impact on students of poverty.

## ESSA Provisions Not Addressed in the LCAP

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

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

### TITLE I, PART A

#### Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

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

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (<https://www.cde.ca.gov/pd/ee/peat.asp>) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
  - a. Number of low-income students
  - b. Number of minority students
2. Does the LEA have an educator equity gap –
  - a. If yes, must create a plan which must include root cause analysis of the disparity
  - b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available [here](#).

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

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

On November 6, 2019, the SBE approved updated definitions for "ineffective" and "out-of-field" teachers to be included in the amended California ESSA Consolidated State Plan.

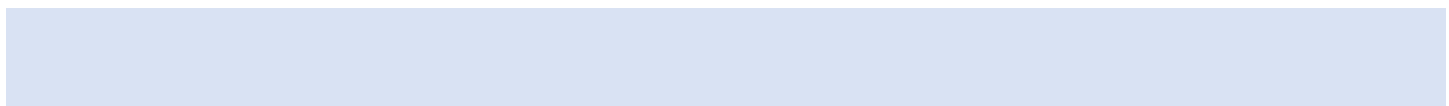
Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: <ul style="list-style-type: none"><li>• An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or</li><li>• A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned)</li></ul>

	<ul style="list-style-type: none"> <li>• An individual who holds no credential, permit, or authorization to teach in California.</li> </ul> <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> <li>• <b>Provisional Internship Permits,</b></li> <li>• <b>Short-Term Staff Permits</b></li> <li>• <b>Variable Term Waivers</b></li> </ul> <p><b>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</b></p>
Out-of-field teacher	<p>A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field:</p> <ul style="list-style-type: none"> <li>• General Education Limited Assignment Permit (GELAP)</li> <li>• Special Education Limited Assignment Permit (SELAP)</li> <li>• <b>Short-Term Waivers</b></li> <li>• <b>Emergency English Learner or Bilingual Authorization Permits</b></li> </ul> <p><b>Local Assignment Options</b> (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

## Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.



To meet this requirement, LEAs must provide a description of the following:

**ESSA Section 1112(b)(3):** how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TAI), the LEA may write N/A. This provision will not be reviewed.

**ESSA Section 1112(b)(7):** the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).

2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14)).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

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

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

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

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

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

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

**Homeless Children and Youth Services**

ESSA SECTION 1112(b)(6)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

**Student Transitions**

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

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

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

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

**Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

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

## **TITLE I, PART D**

### **Description of Program** ESSA SECTION 1423(1)

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### **Formal Agreements** ESSA SECTION 1423(2)

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

(A) LEA; and

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### **Comparable Education Program** ESSA SECTION 1423(3)

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### **Successful Transitions** ESSA SECTION 1423(4)

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

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

### **Educational Needs** ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children



and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Social, Health, and Other Services**

ESSA SECTION 1423(6)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Postsecondary and Workforce Partnerships**

ESSA SECTION 1423(7)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Parent and Family Involvement**

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Program Coordination**

ESSA SECTION 1423(9–10)

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

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Probation Officer Coordination**

ESSA SECTION 1423(11)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Individualized Education Program Awareness**

ESSA SECTION 1423(12)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

**Alternative Placements**

ESSA SECTIONS 1423(13)

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

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A

## TITLE II, PART A

### Professional Growth and Improvement

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

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

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

##### Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

The Santa Maria Joint Union High School District provides an extensive professional development growth program that provides an opportunity for all staff. The District's current focus on professional development is with core departments. English teachers are supported with regularly scheduled site PLC meetings, and District English meetings are held regularly throughout the year. District English teachers include professional development for English Learners. The District will consult with the Santa Barbara County Office of Education to support the expanding need for pedagogy and implementation of ELPAC compliance. The District will implement a math professional development plan for the academic year 2023-24. Math departments will meet six times throughout the year with contracted math specialists on pedagogy and content training, including site administration. Site math departments have PLC time to meet and reflect on training and progress. The District science program is in its sixth year of implementation toward NGSS. A District NGSS Leadership Committee is composed of teachers and administrators meeting regularly. Science TOSAs will be provided at each site to support teachers with NGSS. The NGSS Leadership Committee has developed a professional development plan that will continue to support science teachers throughout the year. The District social studies program will continue to provide support with the new instructional shift of new standards. Throughout the support for core programs, SPED is included in all professional development. CTE is a growing part of the District. CTE is supported as it expands its pathways and its extensive professional development in its own standards but it also includes the support of CCSS. Professional development for the District continues to expand; although the focus may be the core, all other departments are supported in professional development. This is to mention that all departments are provided a designated time to meet on regular bases throughout the year in their PLC.

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

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

## Prioritizing Funding

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

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

### Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

### THIS ESSA PROVISION IS ADDRESSED BELOW:

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

## Data and Ongoing Consultation to Support Continuous Improvement

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

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

### THIS ESSA PROVISION IS ADDRESSED BELOW:

#### Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
  - a. Teachers
  - b. Principals and other school leaders
  - c. Paraprofessionals (including organizations representing such individuals)
  - d. Specialized instructional support personnel
  - e. Charter school leaders (in a local educational agency that has charter schools)
  - f. Parents
  - g. Community partners
  - h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

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

## **TITLE III, PART A**

### **Title III Professional Development**

ESSA SECTION 3115(c)(2)

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

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Professional learning days will continue to be a priority for ELA/ELD Pathway and content teachers who work with English Learners. The district supports an EL Academic Specialist and EL Coordinator to provide teachers with ongoing professional learning days throughout the school year. Areas of focus include, but are not limited to: researched-based instructional strategies; integration of ELD standards, unit planning and curriculum mapping; analysis of student achievement data; and strategies for culturally diverse students using culturally responsive materials. Training for new and continuing teachers using Scholastic's researched based READ 180, System 44 programs and Future supplemental programs will continue. Teachers will implement a protocol for conducting ELPAC chats with each of their students to review their scores and to assist students in setting performance goals. Professional development days will include the analysis of student ELPAC data in each of the performance areas across all domains to develop instructional strategies to support learning gaps.

Newcomer teachers and support staff will attend a training on how to better support the needs our immigrant students. Professional development days will be scheduled to specifically look at student achievement data, concerns, and the needs of newcomer students. Instructional strategies on how to better support the learning gaps will be addressed. Counselors will continue to provide additional support group activities for newcomer students.

The EL Academic Specialist and Coordinator will continue to work collaboratively with counselors, teachers and administrators to monitor, evaluate and place students into their ELA/ELD pathway courses using multiple measures. Counselors will work with the EL Academic Specialist and EL Coordinator in using the RFEP progress monitoring tool to monitor student progress and provide additional support as needed. Bilingual instructional assistants will be provided with professional development on collaboration and minimum days. Training will focus on instructional strategies and routines to best support English learners. The EL Academic Specialist and Coordinator will continue to receive professional development on how to assist EL teachers on how to embed ELPAC tasks types within lessons and EL Toolkit strategies to support student learning in meeting the State's challenging academic standards.

### **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

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

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

Newcomer core cohorts will provide support immigrant students in accessing the core curriculum. Newcomer cohort classes include teachers from all content areas (ELA/ELD, math, science and history social science). Newcomer and immigrant students are provided with an ELA/ELD courses during the summer to further develop their language acquisition skills. Core content and credit recovery are offered in the summer for students who received a failing grade, or enrolled late during the school year and did not complete the full course. Newcomer and immigrant students are provided with additional learning opportunities through supplemental instructional & enrichment programs.

Culturally responsive supplemental texts, activities, and guest speakers are incorporated into the ELA/ELD curriculum. Bilingual Instructional Assistants are assigned to newcomer courses. They provide students with support in the classroom, as well as afterschool tutoring. They provide translation and interpretation support in the classroom as needed, and support for on how to navigate a new school system. Newcomer modules have been provided to teachers who teach Introduction to ELD to assist in addressing topics to help acclimate recent arrivals into the new school system and to orient them to procedures to help them access services at their school site.

**Title III Programs and Activities**

**ESSA SECTIONS 3116(b)(1)**

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

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
  - are focused on English learners and consistent with the purposes of Title III;
  - enhance the core program; and
  - are supplemental to all other funding sources for which the LEA is eligible.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The SMJUHS district has increased and improved services for English learners over the past several years to meet the challenging State academic standards. Restructuring teams comprised of EL teachers meet regularly to further develop and adjust the curriculum maps and course syllabi for the EL Pathway courses. The EL Pathway is grounded on five guiding principles which include: maximizing the use of English; creating linguistically diverse classrooms; supporting the development of a students' primary language; providing flexibility in the course and sequence; and assessing a student's academic education (linguistic & academic). All EL students are provided with a designated ELD course with access to all core courses. All Long-term English learners are placed in regular core courses with additional period of designated ELD support. Regular progress monitoring is conducted and data is analyzed to determine if the student has demonstrated ability to accelerate to the next course. Newcomer Cohort classes provide students with access to the core curriculum using the ELA/ELD framework and integrate the use of researched-based EL Toolkit strategies. Bilingual Instructional Assistants are placed in all newcomer classrooms to provide small group instruction and afterschool tutoring. Special supports include student to teacher ratios of 25:1, culturally relevant supplemental materials, afterschool tutoring, online credit recovery options, and supplemental instructional programs to support struggling students. EL Pathway teachers and school site PLC teams will meet regularly to review EL student achievement data and to update/revise course curriculum maps. All EL teachers are provided with a shared drive of ELPAC test prep activities, online resources and supplemental EL lessons that include high leverage EL instructional strategies. A progress monitoring tool for RFEP students is used by counselors in monitoring the academic progress of students and to provide appropriate interventions. Supplemental/intervention services include: after school tutoring, credit recovery during the school year/summer, a Saturday ESL course for 11th & 12th grade students, and a Saturday EL Newcomer Academy for 9th & 10th grade students that provides both one-on-one and small group instruction to help accelerate language proficiency.

## **English Proficiency and Academic Achievement**

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

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

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

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**



The district will continue efforts to ensure that all English Learners receive academic and instructional support necessary to achieve English proficiency on the State's English Language Proficiency Assessment and in meeting the challenging State academic standards. Professional development and coaching will continue for new and current ELD/ELA pathway teachers, TOSA's and bilingual instructional assistants. The EL Academic Specialist and Coordinator will work with Pathway PLC groups throughout the year to plan, review achievement data, and to revise curricular maps that are aligned to the State's challenging academic standards. Professional development will focus on how to better address student learning gaps and research based instructional strategies to better support student learning. A student/teacher ratio of 25:1 will continue to be supported in all pathway courses. The district uses Scholastic's Read 180 Program and System 44 research based curriculum in ELA/ELD Pathway courses. A leadership teams comprised of teachers, TOSAs and administrators will continue to meet to ensure that ELD courses are aligned ELA/ELD standards and to ensure equal access to the core curriculum.

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

## **TITLE IV, PART A**

### **Title IV, Part A Activities and Programs**

ESSA SECTION 4106(e)(1)

**Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)**

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

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

NOTE: If the LEA received more than \$30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
  - a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The Santa Maria Joint Union High School District currently does receive Title IV, Part A. The funds are focused on developing STEM enriched core programs/activities, and the need to support safe and healthy students. There is a need to develop STEM enriched core courses for student to develop and build skills through adaptive hands on experiences. There is also a need to provide additional support students struggling social emotional behaviors that may affect their academic progress. Overall, these two areas would be a great benefit to the District if it were to receive funding.

## **Title IV, Part A Needs Assessment**

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least \$30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

### **Well-rounded Education Opportunities (ESSA Section 4107)**

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

[Enter a description of any indicators or measures/data points used to examine needs for improvement]

What activities will be included within the support for a well-rounded education?

[Enter a description of which activities will be included within the support for a well-rounded education]

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

[Enter a description of how the program activities will be evaluated to determine future program planning]

### **Safe and Healthy Students (ESSA Section 4108)**

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

[Enter a description of any indicators or measures/data points used to examine needs for improvement]

What activities will be included within the support for safety and health of students?

[Enter a description of the activities to be included within the support for safety and health of students]

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

[Enter a description of how the activities will be evaluated to determine future program planning]

### **Effective Use of Technology (ESSA Section 4109)**

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

[Enter a description of any indicators or measures/data points used to examine needs for improvement]

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

[Enter a description of which activities will be included within the support of effective use of technology]

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

[Enter a description of how the activities will be evaluated to determine future program planning]

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at <https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp>.

Date of LEA's last conducted needs assessment:

[Enter date of last conducted needs assessment]

Title IV, Part A Program  
Rural Education and Student Support Office  
California Department of Education  
Email: [TitleIV@cde.ca.gov](mailto:TitleIV@cde.ca.gov) Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education  
February 2022

REGULAR MEETING  
JUNE 6, 2023

**APPENDIX E**

**General Fund**  
**2023-2024 Adopted Budget**

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## **SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT 2023-24 ADOPTED BUDGET**

Education Code Section 42127 requires that on or before July 1 of each year the Governing Board of a school district shall hold a public hearing on the budget to be adopted for the subsequent year. Pursuant to Education Code Section 33127, this Adopted Budget complies with the criteria and standards as established by the State Board of Education.

California school districts are required to hold two separate public meetings for their budgets and LCAP plans. The District's Governing Board is required to 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. The District's LCAP plan contains many goals and initiatives to provide increased services to its target population of foster youth, low income and English learners. The plan was developed after many hours of meetings and consultations with stakeholders. These meetings were used to evaluate the progress towards the goals that were contained in the prior year's plan, and to develop the District's 2023-24 LCAP plan, the third year of a three-year plan cycle. The District's budget that is being proposed for adoption for the 2023-24 year reflects the goals and expenditures contained in its LCAP plan. Per the LCAP requirement to calculate and implement carryover for increased and improved services, a carryover amount of \$921,018.97 has been identified from the 2022-23 year.

The May Revision is the last revision required under the law for the Governor to propose his budget for the State for the 2023-24 year, with proposed spending of \$306.5 billion. The May Revision proposes \$106.8 billion in Proposition 98 funding representing a \$3.6 billion reduction from the 2022-23 Enacted Budget. The largest K-12 investment was in the LCFF and its various components with an additional \$5.04 billion compared to January proposed \$4.04 billion. Investments to fully fund the statutory COLA at 8.22% for categorical programs outside of the LCFF totaling \$667 million. Existing law imposes a 10% cap on the District's reserves in fiscal years immediately succeeding those in which the State's rainy day fund balance is at least 3% of TK-12 Prop. 98 funding. Currently, the State's Proposition 98 Reserve balance is at 11.4% and is exceeding the 3% threshold, therefore the local reserve cap remains operative for 2023-24 fiscal year. Once the State has finalized its Enacted Budget the District will make adjustments to incorporate the one-time discretionary funding for the Arts Education Program, and if approved the proposed cut of \$2.5 billion to the Learning Recovery Emergency Block Grant (LREBG).

It is important to acknowledge the risks to the economy, the State Budget, and the long-term forecast. School Services of California speculates this State Budget as the riskiest budget they've seen in over a decade for several reasons including, State budget deficit grew to \$31.5 million from \$22.5 million compared to January's budget. Significant reductions to the three big tax revenues, Personal Income Tax is down 17.8%, Sales and Use Tax down 5.1% and Corporate Tax is at 0.2%. Along with uncertainty's regarding the Federal debt ceiling, increased cost of borrowing to due interest rate hikes, bank failures, and delayed tax receipts.

## SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT 2023-24 ADOPTED BUDGET ASSUMPTIONS

### Ending Fund Balance Reconciliation

As a District adopts its budget for any given year, it must also report the estimated actuals for the prior year. These estimated actuals are based on the District's most current working budget, and they typically are not the same as the budget presented on the 2nd Interim Revised Budget. Adjustments and revisions to the District's working budget are made when new facts or events occur. The following table summarizes the major changes the District has made to its working budget since the 2nd Interim Revised Budget. These changes are included in the "2022-23 Estimated Actuals" columns in the District's 2023-24 Adopted Budget.

<b>ENDING FUND BALANCE</b>		Unrestricted	Restricted	Total
<b>A)</b>	As of 2022-23 2nd Interim Revision ("Projected Year Totals")	\$ 37,539,834	\$ 2,061,189	\$ 39,601,024
	<b>CHANGES IN REVENUES:</b>			
	New program (one-time) 2022 Kitchen Infrastructure & Training Funds		656,098	656,098
	New program (one-time) CA Community Schools Partnership Act (CCSPP) - Planning Grant		200,000	200,000
	ESSER II reduction to cover expenses budgeted next FY		(351,573)	(351,572.9)
	ESSER III reduction to cover expenses budgeted next FY		(4,447,470)	(4,447,470)
	ESSER III LL reduction to cover expenses budgeted next FY		(1,831,003)	(1,831,003)
	ELO ESR 3 Emergency reduction to cover expenses budgeted next FY		(32,080)	(32,080)
	K12 Strong Workforce grant RD 4 reduction to cover expenses budgeted next FY		(51,976)	(51,976)
	Arts, Music, Instructional Materials Block grant state 50% award reduction		(2,811,584)	(2,811,584)
	Adjust AIG revenue, matched with expense		81,548	81,548
	Misc individual local grants, matched with expense	66,700		66,700
	Special Ed, increase contribution IEP Compensatory Education Agreement	(8,500)	8,500	-
	Special Ed Contribution changes to due to decreased expenditures	962,828	(962,828)	-
<b>B)</b>	Total Increases (Decreases) in Revenues	1,021,028	(9,542,368)	(8,521,340)
	<b>CHANGES IN EXPENDITURES and TRANSFERS</b>			
	New program (one-time) 2022 Kitchen Infrastructure & Training Funds		656,098	656,098
	New program (one-time) CA Community Schools Partnership Act (CCSPP) - Planning Grant	(10,534)	200,000	189,466
	ESSER II reduction to cover expenses budgeted next FY	18,707	(351,573)	(332,865.80)
	ESSER III reduction to cover expenses budgeted next FY	243,096	(4,447,470)	(4,204,374.11)
	ESSER III LL reduction to cover expenses budgeted next FY	-	(1,831,003)	(1,831,003.31)
	ELO ESR 3 Emergency reduction to cover expenses budgeted next FY		(32,080)	(32,080)
	K12 Strong Workforce grant RD 4 reduction to cover expenses budgeted next FY		(51,976)	(51,976)
	Arts, Music, Instructional Materials Block grant state 50% award reduction	(149,603)	(2,811,584)	(2,961,187)
	Adjust District legal	5,526		5,526
	Misc individual local grants, matched with revenue	65,900		65,900
	Adjust AIG, decrease (equal to revenue decrease above)	(7,000)	81,548	74,548
	Special Ed, reduction to cover expenses budgeted next FY	839	(962,828)	(961,989)
	Special Ed, increase for IEP Compensatory Education Agreement		8,500	8,500
	Adjust utilities (gas, electric, sewer & waste)	278,116		278,116
	Adjust SISC P&L Special Ed Policy, Cooperative Air Travel Insurance & Deductable	22,401		22,401
	Adjust Ag extra days	(102,487)		(102,487)
	Adjust increase project 21-395 MR CTE office remodel	124,299		124,299
	Adjust increase project 21-373 SSC mobile office trailer purchasing	8,250		8,250
	Adjust increase project 21-383 SMHS Bldg 240 electric	765		765
	Adjust increase project 22-409 ERHS Larch St fence	42,098		42,098
	Adjust increase project 21-424 PVHS weight room floor install	24,995		24,995
	Adjust increase project 22-441 PVHS security camera	22,761		22,761
	Adjust increase project 22-446 PVHS mobile office trailer for IT	22,278		22,278
	Adjust increase human resources budget	150,200		150,200
	Adjust AHC Concurrent Enrollment textbook expenditures	87,990		87,990
	Adjust Indirect costs	(344)		(344)
	Indirect costs, Learning Recovery Emergency Block Grant (LREBG) expenditures	(76)		(76)
	Transfer Special Reserve Capital Outlay Project 21-397 MRCTEAF Well Installation	254,802		254,802
	Transfer Special Reserve Capital Outlay Project 16-237 ERHS Shade Canopy	40,280		40,280
	Transfer Special Reserve Capital Outlay Project 19-236 SSC Tire Room Conversion	78,524		78,524
<b>C)</b>	Total Increases (Decreases) in Expenditures and Transfers	1,221,783	(9,542,368)	(8,320,585)
	As of 2023-24 Budget Adoption ("2022-23 Estimated Actuals")	\$ 37,339,079	\$ 2,061,189	\$ 39,400,269
	(A + B - C)			



**The District’s 2023-24 Adopted Budget**

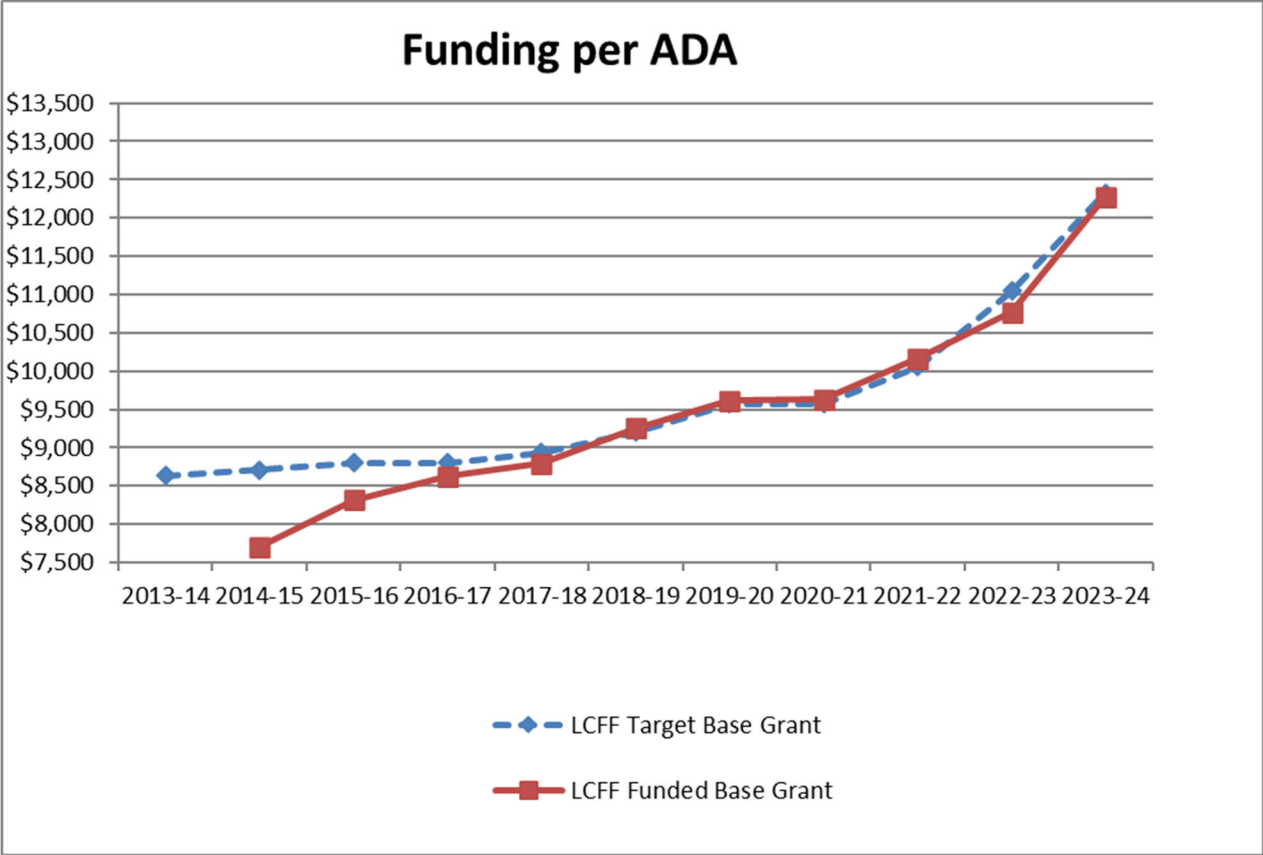
**REVENUES:**  
**LCFF Sources**

For the District’s 2023-24 Adopted Budget, revenue from LCFF sources is projected utilizing the LCFF simulator tool as provided by the Fiscal Crisis and Management Assistance Team (“FCMAT”). A comparison to the 2022-23 Estimated Actuals in the components of LCFF revenue is summarized in the table.

	2022-23 Estimated Actuals	2023-24 Budget	Difference
<b>LCFF State Aid Funding</b>			
Base Grant	\$ 99,919,918	\$ 105,095,862	\$ 5,175,944
Supplemental/Concentration Grant	30,584,741	34,705,346	4,120,605
<b>Total LCFF State Aid</b>	130,504,659	139,801,209	9,296,549
<b>Home-to-School Transportation</b>	1,268,984	1,133,618	(135,366)
<b>Property Tax Transfer SBCEO for Special Education</b>	2,449,822	2,662,160	212,338
<b>Total Revenues, LCFF Sources</b>	<b>\$ 134,223,465</b>	<b>\$ 143,596,986</b>	<b>\$ 9,373,521</b>
<b>Funded LCFF <u>Base Grant</u> / ADA:</b>	<b>\$ 11,424</b>	<b>\$ 12,274</b>	<b>\$ 850</b>
<b>Funded ADA</b>	8,746	8,562	

The California Department of Finance provides the data for the factors to use in the LCFF simulator tool. For 2023-24, as part of the May Revision, a COLA of 8.22% is proposed for the adjustment to the base grant per ADA for the District’s 9-12 grade span. Supplemental and concentration grant funding is based on a three-year average of the percentage of the District’s pupils that are either low-income, English learners, or foster youth. For 2022-23, the District’s percentage was 77.97%. For the 2023-24 budget year, this average increases at 79.68%. As part of the legislation that enacted the LCFF funding model, and the accompanying requirement for an LCAP plan, supplemental and concentration grant funding is required to be expended to provide increased services to the target groups of low income, English learner, and foster youth students. The District’s enrollment is projected to decline 226 students from total enrollment in 2022-23 of 9,251 to projected enrollment totaling 9,025 in 2023-24. Funded LCFF ADA is based on the greater of current year, prior year or 3-prior year average whichever is greater, the Districts revenue is based on the 3-prior year average ADA of 8,562.26.

A graphical display of the Base Grant amounts per ADA, target and funded, is presented on the following page.



**Impact of the Pandemic**

The Covid-19 pandemic has impacted California education in many ways. One of the striking effects of it has been the loss of students state-wide: in 2022-23 based on state-certified data, enrollment statewide declined by more than 39,696 students. In an effort to combat this (or perhaps in spite of it), a tremendous amount of non-recurring funding sources has been made available to California districts in response to this crisis. For the District, this funding amounts to over \$57,062,444 in State and Federal funding. The important point to note about all these funds is that they are not on-going.

**Federal Revenues**

Federal revenues are revised to adjust projected award amounts or eliminate revenue attributable to prior year unused carryovers.

Year to year changes in Federal revenues are summarized below:

2022-23 Estimated Actuals \$ 17,816,953

2023-24 Budget Year

- Remove revenues related to Covid/Pandemic support (ESSER II, ESSER III, ESSER III LL, ESSER II State Reserve, ELO GEER II, ELO ESR 3 Emergency, ELO ESSER 3 LL) <5,556,733>
- ARP Homeless Children & Youth II (HCY II) < 167,136>
- Adjust ESSA programs to estimated award amounts for the budget year, removing prior year unused grant award carryovers:
  - Title I < 299,790>

Title II	< 10,693>
Title III Immigrant & LEP	< 143,489>
Title IV	< 170,509>
Carl Perkins	104,526
Spedical Education, mental health	106,200
Special Education, adjust per SELPA funding model	<u>118,912</u>

Decrease in Federal Revenues for 2023-24 \$ < 6,018,712>

Total Federal Revenues 2023-24 Budget Year \$ 11,798,242

### State Revenues

Year to year changes in State revenues are summarized below:

2022-23 Estimated Actuals \$ 30,483,389

2023-24 Budget Year

Mandate Block Grant discretionary funding \$72.84 / ADA	\$ 54,917
Lottery	<54,581>
On-Behalf pension (STRS, equals expense below)	<589,034>
Remove revenues related to Covid/Pandemic support (Learning Recovery Emergency Block Grant)	< 15,545,425>
Arts, Music, and Instructional Materials Discretionary Block Grant 50% award reduction	<2,811,584>
CA NBCT Incentive Program	< 5,000>
California Community School Partnership Program Planning Grant (CCSPP)	<200,000>
2022 Kitchen Infrastructure & Training Grant	< 656,098>
K12 Strong Workforce	< 150,201>
Special Ed mental health	45,351
CTEIG	< 1,173,182>
Other State Revenue	<u>&lt;7,000&gt;</u>

Decrease in State Revenues for 2023-24 \$ < 21,091,837>

Total State Revenue 2023-24 Budget Year \$ 9,391,552

### Local Revenues

Local revenues consist of a variety of items from reimbursements, billings for use of facilities, donations, funding from the Medi-Cal Reimbursement Activities, E-Rate, interest, and other irregular and/or non-recurring items. Other than the few items that are regular in nature, it has been the District's practice to budget local revenue when actually received. Projected changes in Local Revenues from 2022-23 amounts are summarized below:

2022-23 Estimated Actuals: \$ 7,500,318

2023-24 Budget Year:

Remove expenditures budgeted from miscellaneous local Grants; a portion of which can be re-budgeted after year end close when the remaining balance is known	\$ < 82,957>
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AHC Concurrent Enrollment	60,000
MAA	< 76,286>
E-Rate	< 18,290>
Stipends pass-through	< 66,700>
E-Waste Recycling & Auction Surplus	<12,000>
Increase interest based on projections	107,000
Remove facility use, LEA interagency fees	12,000
Spec Ed per SELPA funding model	< 107,766>
Other miscellaneous local revenue	<u>20,000</u>
Decrease in Local Revenue for 2022-23	<u>\$ &lt; 164,999&gt;</u>

Total Local Revenue 2023-24 Budget Year \$ 7,335,319

**EXPENDITURES:**

Salaries, Wages, and Benefits

Projected expenditures for salaries, wages, and benefits total \$130.141 million in the 2023-24 budget year. This total amounts to 75% of the District's total expenditures. Of this amount, \$34.7 million is budgeted in the LCAP plan. In total, salaries, wages, and benefits increase by \$4,571,983 from the estimated actuals. Components of this increase, by bargaining unit/employee group, are detailed in the tables on the following pages.

<b>CERTIFICATED</b>	FTE	COST
Increased cost for step/column movement including statutory benefits		\$ 1,076,496
Decreased costs from decrease in Workers Comp rate by 0.024 percentage points		(4,913)
Decreased costs from decrease in SUI rate by 0.045 percentage points		(95,337)
Increased costs associated with health & welfare changes		138,643
Increased costs related to turnover, staff replacements	2.40	316,751
Remove 3.0% off schedule payment including all associated statutory benefits		(1,607,211)
Changes in extra pay assignments for stipends, department chairs		(82,484)
New staffing (unrestricted):		
CTE Networking/Cyber Security LCAP 3.2	1.20	185,246
Independent Study Teachers (English, Math)	2.00	246,331
Teacher ITS Program PVHS	1.20	162,680
Teacher Intervention Lead ERHS	1.20	167,355
Teacher TOSA LCAP 1.5	2.40	384,642
Teacher Math, Math PREP	1.20	99,082
Psychologist LCAP 4.1	3.00	453,603
New staffing (restricted):		
Special Ed LH	1.00	123,166
BCBA	1.00	158,427
New staffing (restricted AB86 program):		
Counselor (ESSER II)	1.00	126,020
Speech Pathologist (ESSER II)	3.00	386,621
New staffing (restricted A-G Access Grant):		
Math Inst. Support Specialist	1.00	145,626
ELA Inst. Support Specialist	1.00	145,626
New staffing (restricted Educator Effectiveness):		
Teacher Support Specialsit	1.00	141,106
Other position related changes:		
Changes to various positions FTEs	3.00	372,847
Vacant Prep periods		874,939
Closed Prep periods		(41,496)
Closed Science		(13,702)
Other non-position related pay:		
Coaches		(52,883)
Decrease costs in other restricted categorical programs subject to funds available		(332,579)
LCAP subs, hourly, extra hours, etc.		(1,831,517)
Other non-position pay (ag extra days, home-hospital, indep. study, subs, xtr hrs)		631,268
Sped summer school, subs, extra hours, home-hospital		188,391
STRS On Behalf pension increase (nets to zero with associated increase in revenue)		(582,737)
Other post employment benefits		16,242
<b>CERTIFICATED total</b>	<b>26.60</b>	<b>1,896,247</b>

<b>CLASSIFIED</b>	FTE	COST
Increased cost of step/column movement including all associated statutory benefits		\$ 1,095,685
Increased costs of 3.0% on-going COLA including all associated statutory benefits		596,775
Remove 3.0% off schedule payment including all associated statutory benefits		<b>(574,287)</b>
New staffing (unrestricted):		
Accounting Assistant II	1.00	81,482
Custodian	1.00	63,983
Dispatcher	1.00	75,952
Payroll & Benefits Specialist	1.00	109,779
Personnel Tech-Classified	1.00	109,779
Student Data Specialist (DHS)	1.00	80,185
School/Community Liaison Evening LCAP 6.6	2.00	132,154
New staffing (restricted):		
Electrician (RRMA)	1.00	107,886
HVAC Tech (RRMA)	1.00	107,552
Instructional Aides II (Spec Ed)	2.25	137,474
New staffing (restricted ARP):		
Instructional Asst (ESSER III LL)	0.69	45,868
Custodian (ESSER III)	1.00	78,387
Other position related changes:		
Transportation route changes, vacancies	0.13	111,226
Remove Bus Driver & Inst. Aides incentive pay		<b>(21,836)</b>
Remove summer school hourly incentive pay		<b>(30,851)</b>
Reclassification Language Assessment Specialist		11,170
Reclassification AD AS 5 SSC move to Confidential		<b>(53,635)</b>
Health Tech layoff due to lack of ESSER II funds	<b>(1.88)</b>	<b>(59,093)</b>
Positions vacant for part of prior year due to leave of absence		<b>(35,442)</b>
Statutory benefit increases on positions with no other changes in pay or FTE		4,621
Vacant positions	<b>(1.25)</b>	849,032
Turnover associated with promotions and resignations	0.81	838,230
Other non-position related pay:		
Coaches		27,997
Changes in longevity, vacation, professional growth, bilingual pay and other stipends		68,836
Decrease costs in other restricted categorical programs subject to funds available		<b>(264,232)</b>
LCAP subs, hourly, extra hours, etc.		<b>(1,592,031)</b>
Other non position pay (subs, xtr hrs)		26,155
Sped summer school, subs, extra hours, home-hospital		136,757
STRS On Behalf pension increase (nets to zero with associated increase in revenue)		<b>(6,297)</b>
Other post employment benefits		19,305
<b>CLASSIFIED total</b>	<b>11.75</b>	<b>\$ 2,278,568</b>

<b>MANAGEMENT/CONF</b>	FTE	COST
Increased cost for step/column movement including statutory benefits		\$ 301,898
Remove 3.0% off schedule payment including all associated statutory benefits		<b>(254,836)</b>
New staffing (unrestricted):		
Director Wellness	1.00	182,640
New staffing (restricted spec ed):		
Program Specialist	1.00	185,564
Other position related changes:		
Savings from retirement/replacement & projected lower costs		<b>(84,454)</b>
Statutory benefit increases on positions with no other changes in pay or FTE		33,456
Bilingual Stipend		1,047
<b>MANAGEMENT/CONF total</b>	<b>2.00</b>	<b>\$ 365,314</b>

<b>OTHER ITEMS</b>	FTE	COST
All other changes not separately identified		<b>\$ (7,719)</b>
Board increased costs associated with health & welfare changes		6,133
Retirees:		
Changes in retiree benefit calculation for current retirees		33,441
<b>OTHER ITEMS total</b>	<b>-</b>	<b>\$ 31,855</b>

### Statutory Benefits

All of the items detailed above are inclusive of statutory benefits. While it is well-known that PERS rate has been increasing year over year, the 2023-24 budget year contains decreases in the Worker's Compensation and State Unemployment Insurance rates. The table below details the estimated impact contained in the staffing changes noted above, of the changes in the statutory benefit rates since the prior year.

	<b>2022-23 Rate</b>	<b>2023-24 Rate</b>	<b>2023-24 Cost Impact</b>
STRS	19.100%	19.100%	-
PERS	25.370%	26.680%	356,945
Unemployment Insurance	0.500%	0.050%	<b>(385,160)</b>
Worker's Compensation	1.161%	1.137%	<b>(20,559)</b>
<b>Total</b>			<b>\$ (48,775)</b>

### Books and Supplies, Services, Capital Outlay

In total, expenditures for Books and Supplies, Services, and Capital outlay **decrease** by \$28,097,172 from the estimated actuals, as shown on the following page.

<b>SUPPLIES, SERVICES, CAPITAL OUTLAY</b>		
Remove expenditure items in 2022/23 that are non-recurring for 2023/24:		
Expenditures supported by funding for Covid/Pandemic relief:		
ESSER II (resource 3212)		(483,582)
ESSER III, ESSER III LL (resources 3213, 3214)		(3,470,407)
A-G Access (resource 7412)		(278,994)
ELO (resources 7425, 3216, 3217, 3218, 3219)		(817,088)
LREBG (resource 7435)		(13,491,350)
Other one-time expenditures:		
15-16 one-time Discretionary Block Grant textbooks & professional development		(980,606)
CTE pathways one-time capital equipment carryover		(827,801)
Arts, Music, and Instructional Materials Discretionary Block Grant award reduction (resource 6762)		(2,661,981)
K12 Workforce grant (resource 6388)		(168,503)
Classified Professional Development grant (resource 7311)		(51,850)
Special Education Dispute Prevention & Resolution (resource 6536)		(12,528)
Special Education Learning Recovery Support (resource 6537)		(172,494)
Kitchen Infrastructure Grant (resources 7028, 7029)		(379,371)
2022 Kitchen Infrastructure & Training Funds (resource 7032)		(656,098)
IEP Compensatory Education (resource 9130)		(53,117)
Bus purchased with 21-22 one-time funds		(631,812)
Bus purchased with 22-23 one-time funds		(505,300)
Various projects (ERHS Modernization, ERHS hillside Erosion Control, SSC Portable Install, SMHS Bldg 240 Electrical Upgrade, CTE Office Space, ERHS Larch St Fence, PVHS Weight Rm Equip. & Floor, PVHS Security Camera, PVHS Temp. Office Trailer, Bus Canopy)		(745,122)
E-RATE Consulting Category 1 Application		(17,400)
Note: Although budgeted in 2022/23, amounts attributable to any of the above items which remain unspent when the District completes its year end closing for the 2022/23 year, will be included in the District's 2023/24 1st Interim Revised Budget.		
<b>Subtotal (decrease) removal of non-recurring expenditures</b>		<b>\$ (26,405,404)</b>
Expenditures in the 2023/24 Adopted Budget:		
Restricted program budgets adjusted to estimated current year award amount net of staffing; amounts will be revised when the District closes its books for 2022-23 and any unused grant award carryovers are known:		
Title I		(153,234)
Title II		11,473
Title III (resources 4201, 4203)		(122,748)
Title IV		(175,288)
Migrant (resources 3060, 3061)		(50,501)
Perkins		85,627
Lottery		(1,785,512)
CCSPP Planning Grant Cohort 2 (resource 6331)		(189,466)
CTEIG		(1,109,727)
Educator Effectiveness (resource 6266)		(1,195,779)
Special Education ARP (resource 3307)		(46,617)
Special Education Private Schools (resource 3311)		(3,136)
Special Education CCEIS (resource 3312)		35,997
Special Education federal mental health (resource 3327)		106,200
Special Education (resource 6500)		(108,095)
Special Education Mental Health (resources 6546, 7865)		642,236
American Rescue Plan HCY II		(158,243)
Reduce Routine Restricted Maint. equipment items		(1,038,961)
Adjust LCAP budget in supplies, services, capital outlay after accounting for staffing changes and amount of S&C grant available		4,999,639
Budget reductions to eliminate carryovers from prior year; when the 2022-23 year is closed and the amount of current year carryover is known, amounts will be adjusted at 1st interim:		
MAA		(534,087)
Local grants & donations, unrestricted & restricted		(731,837)
Site/Department budgets		(1,007,861)
Adjust MOT operations		153,108
Adjust utilities		166,743
Increase various school site pool equipment & services		127,477
Technology, Increase budget from prior year		227,244
Escape software expense		11,419
AHC concurrent enrollment textbooks		(63,157)
SISC Property & Liability insurance increased rates		268,529
Auditing professional services including Bond audit		5,055
Legal fees budget increase		29,374
All other departmental adjustments		(87,639)
<b>TOTAL CHANGE IN SUPPLIES, SERVICES, CAPITAL OUTLAY</b>		<b>\$ (28,097,172)</b>



Other Outgo

Principal and interest on the District's non-voter approved debt, consisting of Certificates of Participation (COPs) in support of the JCI energy retrofit project	\$ <67,519>
SELPA funding model changes, regional program costs	606,538
Fitzgerald Community Schools	335,000
Indirect cost changes	<u>102,305</u>

Increase Other Outgoing for 2023-24 \$ 976,324

The amount of the credit the District receives in its General Fund for transfer of indirect costs from the Cafeteria Fund has decreased due to a change in the accounting rules for computing indirect cost charges. Food costs – which amount to nearly half of all Cafeteria Fund expenses – are no longer eligible to be counted in the base expenses when computing indirect cost charges.

**TOTAL EXPENDITURES HAVE DECREASED BY: \$ < 22,548,864 >**

**OTHER FINANCING SOURCES/USES** The District continues to budget a \$375,000 transfer to the District's Deferred Maintenance Fund. Eliminated transfers out of \$439,740 to the Capital Outlay Special Reserve fund for SSC capital projects. Also, continue to budget the transfer in from the Capital Outlay Special Reserve fund, year 4 of 6 year plan for replacing school buses at \$426,300.

**TOTAL CHANGE OF "INCREASE (DECREASE) IN FUND BALANCE:**

Total Revenues have <b><u>decreased</u></b> by:	\$ < 17,902,026 >
Total Expenditures have <b><u>decreased</u></b> by:	22,548,865
Total Other Financing Uses have increased:	<u>200,252</u>

Total change of "Increase (Decrease) in Fund Balance": \$ 4,847,091

**The District's Fund Balance:**

- Note that this proposed budget reflects significant decreases in expenditures due to the presence of a large value of non-recurring items in the preceding year "estimated actuals". Any of these items that remain unspent and are eligible to be carried over when the District closes its books for the 2022-23 school year, will be re-budgeted when the District prepares its First Interim Revised Budget in the fall.
- After providing for non-spendable components, and the 3% statutory minimum reserve for economic uncertainties, the District's ending available unappropriated General Fund balance is \$9,865,784.41.
- Remember that there are no minimum funding level requirements contained in the LCFF law. So, while LCFF has resulted in significant additional revenue to the District, it is still an ADA driven model, and changes in the District's unduplicated FRPM/EL percent can have a significant impact, either up or down, on the amount of revenue.
- The next budget event to happen will be the official adoption of the State's budget for the 2023-24 year, which should occur in mid to late June. SSC, the organization that many school districts state-wide rely on for the latest information on school finance, is scheduled to present its "School Finance Conference" on the State's Adopted Budget on July 20th.

Santa Maria Joint Union High School District  
 2023/24 ADOPTED BUDGET - MULTI YEAR PROJECTION - GENERAL FUND

Description		2022/23		2023/24		2024/25			
		Enrollment Projection	9,025	8,952	8,921	ADA Projection	8,346	8,278	8,249
Combined Summary		Funded ADA	8,562	8,549	8,393	Object Code	Base Year 2023-24	Year 2 2024-25	Year 3 2025-26
<b>A. Revenues</b>									
LCFF Sources		8010-8099	143,596,986.41	148,409,255.91	150,244,439.91				
Federal Revenue		8100-8299	11,798,241.92	5,026,627.00	5,026,627.00				
Other State Revenues		8300-8599	9,391,552.25	9,300,417.28	9,369,328.74				
Other Local Revenues		8600-8799	7,335,318.67	7,261,503.97	7,282,264.36				
<b>Total, Revenue</b>			<b>172,122,099.25</b>	<b>169,997,804.16</b>	<b>171,922,660.01</b>				
<b>B. Expenditures</b>									
Certificated Salaries		1000-1999	60,635,350.34	57,714,647.99	57,831,018.39				
Classified Salaries		2000-2999	26,266,137.55	24,842,816.74	25,197,128.01				
Employee Benefits		3000-3999	43,239,922.09	41,544,057.38	41,921,267.51				
Books and Supplies		4000-4999	10,605,534.50	11,405,600.52	11,976,174.84				
Services and Other Operating Expenditures		5000-5999	24,253,491.20	22,305,326.23	22,743,392.60				
Capital Outlay/Depreciation		6000-6999	3,341,769.23	3,269,625.81	3,278,253.62				
Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	4,616,554.65	4,236,912.00	4,236,912.00				
Other Outgo - Transfers of Indirect Costs		7300-7399	(22,081.65)	(177,780.30)	(201,945.90)				
Other Adjustments - Expenditures									
<b>Total, Expenditures</b>			<b>172,936,677.91</b>	<b>165,141,206.37</b>	<b>166,982,201.07</b>				
C. Excess (Deficiency) of Revenues over Expenditures before Other Financing Sources and Uses			(814,578.66)	4,856,597.79	4,940,458.94				
<b>D. Other Financing Sources/Uses</b>									
Interfund Transfers									
Transfers In		8900-8929	426,300.00	426,300.00	426,300.00				
Transfers Out		7600-7629	375,000.00	375,000.00	375,000.00				
Other Sources/Uses									
Sources		8930-8979	-	-	-				
Uses		7630-7699	-	-	-				
Other Adjustments - Other Financing Uses									
Contributions		8980-8999	-	-	-				
<b>Total, Other Financing Sources/Uses</b>			<b>51,300.00</b>	<b>51,300.00</b>	<b>51,300.00</b>				
E. Net Increase (Decrease) in Fund Balance/Net Position			(763,278.66)	4,907,897.79	4,991,758.94				
<b>F. Fund Balance, Reserves/Net Position</b>									
Beginning Fund Balance/Net Position									
As of July 1 - Unaudited		9791	39,400,268.68	38,636,990.02	43,544,887.81				
Audit Adjustments		9793	-	-	-				
As of July 1- Audited			39,400,268.68	38,636,990.02	43,544,887.81				
Other Restatements		9795	-	-	-				
Adjusted Beginning Balance			39,400,268.68	38,636,990.02	43,544,887.81				
Ending Balance/Net Position, June 30			38,636,990.02	43,544,887.81	48,536,646.75				
Components of Ending Fund Balance (FDs 01-60 only)									
Nonspendable		9710-9719	422,924.20	422,924.20	422,924.20				
Restricted		9740	1,270,842.11	1,000,821.89	1,000,821.89				
Committed									
Stabilization Arrangements		9750	-	-	-				
Other Commitments		9760	21,878,088.96	21,878,088.96	21,878,088.96				
Accommodate growth/reduce density									
Alternative ed expansion/Wellness centers									
Certificated Medical Savings									
Student Technology Refresh									
Textbook adoption-Social Studies, Math, Science									
Assigned									
Other Assignments		9780	-	-	-				
Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	5,199,350.34	4,818,016.76	4,878,291.73				
<b>Unassigned/Unappropriated Amount</b>		<b>9790</b>	<b>9,865,784.41</b>	<b>15,425,036.00</b>	<b>20,356,519.97</b>				

<b>SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT</b>			
<b>2023-24 ADOPTED BUDGET</b>			
<b>SB 858 RESERVE REQUIREMENT CALCULATIONS &amp; DISCLOSURE</b>			
	<b>2023-24</b>	<b>2024-25</b>	<b>2025-26</b>
<b>Minimum Reserve Level Required (3%)</b>	<b>\$ 5,199,350</b>	<b>\$ 4,818,017</b>	<b>\$ 4,878,292</b>
<b>Reserve Level in District's budget</b>	<b>\$ 5,199,350</b>	<b>\$ 4,818,017</b>	<b>\$ 4,878,292</b>
<b>Amount in excess of minimum</b>			
<b>General Fund</b>	<b>9,865,784</b>	<b>15,425,036</b>	<b>20,356,520</b>
<b>Fund 17 Special Reserve</b>	<b>2,237,156</b>	<b>1,822,042</b>	<b>1,404,852</b>
<b>Total amount in excess of minimum</b>	<b>\$ 12,102,941</b>	<b>\$ 17,247,078</b>	<b>\$ 21,761,372</b>
<p>In Fund 17, Special Reserve, amounts in this fund are earmarked for costs associated with opening a new school, that cannot be paid with bond funds. \$941,596 are assigned for a six year bus replacement plan the two out years are adjusted for an estimated transfer of \$426,300 per year. The bus replacement plan was implemented beginning in fiscal year 2020-21 through 2025-26.</p>			

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**REGULAR MEETING**  
**June 6, 2023**

**APPENDIX F**

**Draft of Minutes**  
**Regular Board Meeting – May 9, 2023**

**REGULAR MEETING OF THE  
SANTA MARIA JOINT UNION HIGH SCHOOL DISTRICT  
BOARD OF EDUCATION  
May 9, 2023**

A regular meeting of the Santa Maria Joint Union High School District Board of Education was held at the Support Services Center on May 9, 2023, with a closed session scheduled at 5:15 p.m. and an open session immediately following.

Members present: Perez, Lopez, Baskett / Members absent: Garvin

Joining remotely: Aguilar

(Pursuant to California Government Code Section 5453(b) concerning teleconferencing of meetings: Board member Aguilar participated by teleconference at the listed location on the agenda: Avenida Costanera 1200 602 Torre C, San Miguel, Municipalidad Metropolitana de Lima 15087, Peru)

**OPEN SESSION**

**Call to Order**

Ms. Perez called the meeting to order at 5:18 p.m.

**CLOSED SESSION PUBLIC COMMENTS**

No public comments were submitted. The meeting was adjourned to a closed session.

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

Ms. Perez called the meeting to order at 6:32 p.m. Mr. Baskett led the Flag Salute.

Mr. Garcia announced the closed session actions. The Board unanimously approved personnel actions for both Certificated/Classified staff and Student Matters. For existing litigation, the board voted unanimously to approve a written settlement agreement for the resolution of OAH Case Number 202-304-0674. The resolution includes funds for educational services, evaluations, and fees in exchange for a waiver and release of all educational claims to date against the district and dismissal of the case.

Pursuant to California Government Code Section 5453(b) concerning teleconferencing of meetings: Board member Feliciano Aguilar participated by teleconference at the listed location on the agenda. A copy of the agenda was posted at the alternative location in addition to providing access for public comment.

**REPORTS**

**Student Reports**

Colin Fernandez/ERHS: Righetti will be hosting a series of games for students with disabilities district wide. Elesa Carlson was named County Performing Arts Teacher of the Year for 2024. The Jazz and Choir band received excellent ratings for their performances at Disneyland. Activities coming up include the May Film Festival, Annual Student Art Show, Mental

Health Fair, Prom, and Gradnite. Colin will be attending Brigham Young University to study English.

Andrew Limon/DHS: Delta had a successful Hancock class registration rally. Students also hosted their first Robotics tournament at Tommie Kunst Junior High. The Delta Dragon Awards are next Friday, and the Senior barbeque is June 5<sup>th</sup>. Andrew plans to attend Allan Hancock College to study Criminal Justice.

Olivia Curiel/SMHS: ASB has elected new officers and commissioners for next school year and are currently busy brainstorming new ways to motivate students. The Alpine Club visited Pismo Beach to hike. The Washington DC Club registered and pre-registered over a hundred students during the voter registration drive. Others like the French Club, GSA Club, and FFA have also stayed busy with various activities. Olivia will be attending Cal Poly SLO for Business Administration in the fall.

Kendall Courtright /PVHS: Not in attendance.

### **Superintendent's Report**

Mr. Garcia thanked the student board representatives for their work this school year. This morning, he was part of an educational panel that participated in the State of Education event. He highlighted Bus Driver Appreciation Day and congratulated several employees for their recent award recognitions. All school sites will be hosting parent forums to educate the public and discuss substance prevention. Senior graduations will take place June 7<sup>th</sup> and 8<sup>th</sup>.

### **Board Member Reports**

Ms. Perez: She attended Santa Maria's UC Signing Day and is looking forward to the graduations.

Ms. Lopez: She thanked the student board representatives. May is Mental Health Awareness month. The county has a campaign called Fentanyl is Forever ([fentanylisforeversb.org](http://fentanylisforeversb.org)) where the community can access services and resources.

Mr. Aguilar: He highlighted Classified Employees Week and thanked staff. No matter what role you have, you make an impact on students' lives.

Mr. Baskett: He thanked the student board reps for their time and hopes to make it to the graduations.

### **REPORTS FROM EMPLOYEE ORGANIZATIONS**

No reports to submit.

### **OPEN SESSION PUBLIC COMMENTS**

No public comments were submitted.

## **PRESENTATIONS**

### **Recognition of Student Board Representatives**

Resource Person: Diana Perez, Board President

Ms. Perez presented the students with certificates and thanked them for their services in reporting out on behalf of their school sites.

### **Por Vida Program**

Resource Person: John Davis, Assistant Superintendent of Curriculum & Instruction; Rebekah Spicuglia, One Community Action Executive Director

Ms. Spicuglia presented on One Community Action's Por Vida program. One Community Action is an advocate of confronting systemic inequities and violence by supporting the youth through community organization, restorative justice practices, and presenting alternatives to violence. In addition, they help students' families by connecting them with community resources. This youth development and family support program currently has staff at all school sites. Ms. Spicuglia briefly explained the referral process, evaluation methods, next school year's objectives, and how staff assists students in areas such as attendance, grade improvement, and social emotional support.

One of Por Vida's students shared her experiences with the program. She's enjoyed being part of their group and appreciates the staff support during the past four years.

## **ITEMS SCHEDULED FOR ACTION**

### **GENERAL**

#### **Request to reschedule the June 13, 2023 Regular Meeting to June 14, 2023**

Resource Person: Diana Perez, Board President

Government Code 54954 provides that each legislative body of a local agency "shall provide, by ordinance, resolution, bylaws, or by whatever other rule is required for the conduct of business by that body, the time and place for holding regular meetings." Board Bylaw 9100 provides that at its annual organizational meeting, the Board shall "develop a schedule of regular meetings for the year."

Due to a recent scheduling conflict, the District recommended rescheduling the date and time of the June 13, 2023 Regular Board meeting to June 14, 2023 at 10:00 a.m. A Notice of Rescheduling will be posted, along with an updated meeting schedule, and the County Superintendent will be notified of the update once approved.



A motion was made by Ms. Lopez and seconded by Mr. Baskett to approve rescheduling the date and time of the June 13, 2023 Regular Board Meeting to June 14, 2023 at 10:00 a.m., as presented. The motion passed with a roll call vote 4-0.

**Roll Call Vote:**

Ms. Perez	Yes
Ms. Lopez	Yes
Dr. Garvin	Absent
Mr. Aguilar	Yes
Mr. Baskett	Yes

**Approval of Classified Bargaining Unit Tentative Agreement on Work Calendars for 2023/24 – Appendix C**

Resource Person: Kevin Platt, Assistant Superintendent of Human Resources; Joni McDonald, Director of Classified Human Resources

The District and the California School Employees Association (CSEA) have reached a tentative agreement on work calendars for 2023/24. The Tentative Agreement dated April 24, 2023, will take effect upon approval by both parties.

A motion was made by Ms. Lopez and seconded by Mr. Baskett to approve the work calendars for 2023/24 with CSEA pursuant to the tentative agreement dated April 24, 2023, and pending ratification by CSEA as presented in Appendix C. The motion passed with a roll call vote 4-0.

**Roll Call Vote:**

Ms. Perez	Yes
Ms. Lopez	Yes
Dr. Garvin	Absent
Mr. Aguilar	Yes
Mr. Baskett	Yes

**Approval of MOU for Classified Bargaining Unit regarding impacts of the added Juneteenth Holiday – Appendix D**

Resource Person: Kevin Platt, Assistant Superintendent of Human Resources; Joni McDonald, Director of Classified Human Resources

The District has reached agreement with the California School Employees Association (CSEA) regarding the impacts of the Juneteenth Holiday on some less than 12-month employees for the 2022-2023 work year.

The Memorandum of Understanding (MOU) dated April 24, 2023, will take effect pending approval by both parties.

A motion was made by Ms. Lopez and seconded by Mr. Aguilar to approve the Agreement with the Classified Bargaining Unit as presented. The motion passed with a roll call vote 4-0.

**Roll Call Vote:**

Ms. Perez	Yes
Ms. Lopez	Yes
Dr. Garvin	Absent
Mr. Aguilar	Yes
Mr. Baskett	Yes

**Approval of Tentative Agreement for Classified Bargaining Unit regarding the 2022-23 Reclassification Process – Appendix E**

Resource Person: Kevin Platt, Assistant Superintendent of Human Resources; Joni McDonald, Director of Classified Human Resources

The District and the California School Employees Association (CSEA) have reached a tentative agreement regarding the 2022-2023 reclassification process.

The Tentative Agreement dated April 24, 2023, will take effect July 1, 2023, pending approval by both parties.

A motion was made by Mr. Baskett and seconded by Ms. Lopez to approve the Tentative Agreement with the Classified Bargaining Unit as presented for the reclassification recommendation. The motion passed with a roll call vote 4-0.

**Roll Call Vote:**

Ms. Perez	Yes
Ms. Lopez	Yes
Dr. Garvin	Absent
Mr. Aguilar	Yes
Mr. Baskett	Yes

**Approval of Tentative Agreement for Classified Bargaining Unit regarding the negotiation of a new bargaining unit job description – Appendix F**

Resource Person: Kevin Platt, Assistant Superintendent of Human Resources; Joni McDonald, Director of Classified Human Resources

The District and the California School Employees Association (CSEA) have reached a tentative agreement regarding the negotiation of a new bargaining unit job description.

The Tentative Agreement dated April 24, 2023, will take effect upon approval by both parties.

A motion was made by Ms. Lopez and seconded by Mr. Baskett to approve the Agreement with the Classified Bargaining Unit as presented. The motion passed with a roll call vote 4-0.

**Roll Call Vote:**

Ms. Perez	Yes
Ms. Lopez	Yes
Dr. Garvin	Absent
Mr. Aguilar	Yes
Mr. Baskett	Yes

**Classified School Employees Week – Resolution Number 15-2022-2023**

Resource Person: Kevin Platt, Assistant Superintendent of Human Resources; Joni McDonald, Director of Classified Human Resources

Resolution Number 15-2022-2023 declares May 21 through May 27, 2023, to be Santa Maria Joint Union High School District’s Classified School Employees Week. Classified school employees play crucial roles in education. From the time students board a school bus to the time they head home at the end of the day, every aspect of their education experience is impacted by a classified school employee. Classified employees are integral to public education. Since 1986, California has taken the third week in May to honor the invaluable contributions of classified school employees. Ms. Perez read:

Classified professionals provide valuable services to the schools and students, contribute to the establishment and promotion of a positive instructional environment, serve a vital role in providing for the welfare and safety of students, and strive for excellence in all areas relative to the educational community.

Santa Maria Joint Union High School District classified school employees are respected and appreciated by the Board of Education, administrators, teachers, students, parents/guardians, and the residents of the community.

Therefore, be it resolved that the Santa Maria Joint Union High School District Board of Education hereby recognize and honor the contributions of classified professionals to quality education in the State of California and the Santa Maria Joint Union High School District and declares the week of May 21 through May 27, 2023, as Classified School Employee Week.

A motion was made by Ms. Lopez and seconded by Mr. Aguilar to approve Resolution No. 15-2022-2023 as presented. The motion passed with a roll call vote 4-0.

**Roll Call Vote:**

Ms. Perez	Yes
Ms. Lopez	Yes
Dr. Garvin	Absent
Mr. Aguilar	Yes



quirements of the Educational Employment Relations Act (EERA or “Rodda Act”) at Government Code Section 3547. A public hearing will be held at the June Board meeting. A copy of the proposals is attached as Appendix G.

The proposal from SMJUHSD Faculty Association includes:

- Article 2, Compensation

The proposal from the District includes:

- Article 2.1, Wages
- Article 2.7, Employee Benefit Program

No action was required.

**INSTRUCTION**

**Approval of Designated Representation to California Interscholastic Federation League (CIF)**

Resource Person: John Davis, Assistant Superintendent of Curriculum & Instruction

Education Code 33353(a) (1) gives the authority for high school athletics to high school governing boards. The code also requires that the boards, after joining CIF, designate their representatives to CIF leagues.

Athletic Directors for SMJUHSD for 2023-2024:

- Kevin Barbarick, Righetti High School
- Anthony Morales, Pioneer Valley High School
- Dan Ellington, Santa Maria High School

A motion was made by Ms. Lopez and seconded by Mr. Baskett to approve the designated representatives to the CIF league, as presented. The motion passed with a roll call vote 4-0.

**Roll Call Vote:**

Ms. Perez	Yes
Ms. Lopez	Yes
Dr. Garvin	Absent
Mr. Aguilar	Yes
Mr. Baskett	Yes

**BUSINESS**

**Adoption of School Facilities Needs Analysis - Level II Fees. Appendix H - Resolution Number 16-2022-2023**

Resource Person: Yolanda Ortiz, Assistant Superintendent of Business Services

Pursuant to Government Code Sections 66995.5 et. seq., the District is required to adopt a School Facilities Needs Analysis in order to levy the alternative school facility fees provided under Senate Bill 50. The School Facilities Needs Analysis prepared by School Works, Inc. presented as Appendix I of this agenda, demonstrates that the District may continue to impose Level II Fees on new residential construction. Prior to adopting the School Facilities Needs Analysis, the Board must conduct a public hearing and respond to any comments it receives.

**Current Fee**

Level II - \$3.18

**Proposed Fee**

Level II - \$2.96 - effective May 10, 2023 upon approval

Resolution Number 16-2022-2023 authorizes the District to continue assessing the Level II fees for new residential construction pursuant to Government Code Section 65995. The District’s School Facilities Needs Analysis was available for public review at least 30 days prior to the public meeting, as required by law.

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

A motion was made by Ms. Lopez and seconded by Mr. Baskett to review, consider, and adopt the findings contained in the School Facilities Needs Analysis and adopt the Level II Fees identified in Resolution No. 16-2022-2023, presented as Appendix H. The motion passed with a roll call vote 4-0.

**Roll Call Vote:**

Ms. Perez	Yes
Ms. Lopez	Yes
Dr. Garvin	Absent
Mr. Aguilar	Yes
Mr. Baskett	Yes

**Approve Bid: Pioneer Valley High School Ten (10) Portable Installation 2023 (Project #22-454)**

Resource Person: Yolanda Ortiz, Assistant Superintendent of Business Services

The administration opened bids on April 27, 2023 for the Pioneer Valley High School Ten (10) Portable Installation 2023 (Project #22-454). The bid recap and administrative recommendation follows:

<b>BIDDER</b>	<b>BASE BID</b>
---------------	-----------------

RDZ Construction Inc. <i>Nipomo, CA</i>	\$1,085,449.00
Schreder & Brandt MFG. Inc. <i>Chico, CA</i>	\$1,211,000.00
Edwards Construction Group <i>Santa Maria, CA</i>	\$1,249,660.00

Four (4) contractors, holding general building contractor “B” licenses, attended the mandatory job walk April 14, 2023. Three (3) bids were received by administration. RDZ Construction, Inc. was determined to be the apparent low bidder.

A motion was made by Mr. Baskett and seconded by Ms. Lopez to approve the Pioneer Valley High School Ten (10) Portable Installation 2023 (Project #22-454) to the lowest bidder, RDZ Construction, Inc. for the bid amount of \$1,085,449.00 to be paid from Fund 25. The motion passed with a roll call vote 4-0.

**Roll Call Vote:**

- |             |        |
|-------------|--------|
| Ms. Perez   | Yes    |
| Ms. Lopez   | Yes    |
| Dr. Garvin  | Absent |
| Mr. Aguilar | Yes    |
| Mr. Baskett | Yes    |

**Authorization and Approval of Resolution Number 17-2022-2023 for a Bill of Sale for the Transfer of Twelve (12) Relocatable Buildings – Appendix I**

Resource Person: Yolanda Ortiz, Assistant Superintendent of Business Services

The District owns twelve (12) relocatable buildings in fair condition (“Property”) which have been utilized at Santa Maria High School since August of 2009. At its regular meeting held on January 17, 2023, the Board of Education deemed the Property to be unsatisfactory, no longer necessary, obsolete and unsuitable for school use and authorized District staff to conduct a public internet auction, through a private auction company, to sell the property to the highest responsible bidder, pursuant to Education Code section 17545 et seq.

At the auction, following the provision of the required public notices according to Education Code Section 17545, the District received no bids for the Property. District staff had researched the cost of removing the Property, which cost amounted to approximately \$6,000.00 per relocatable building, or \$72,000 in total, which cost exceeds the current value of the Property.

Pursuant to Education Code section 17546, subdivision (b), the Board may empower a District employee to sell any or all of the property that was offered for sale pursuant to Section 17545, but for which no qualified bid was received, by private sale without advertising.

RT Auctions was approached after the formal auction by two private parties with individual offers. After negotiations with both parties, Hector Lopez, HN Construction Services, provided an offer of \$2,500.00 per unit, for a total of \$30,000.00 for the Property, including removal of the Property at no cost to the District, full payment for the Property upon the Board approval of the sale, and agreement that the Property will be removed between June 15, 2023, and June 30, 2023.

RT Auctions, who's contract for services specifies a maximum 35% commission on sales but agreed to a reduced fee to 20% due to no bids being received on the original bid which avoided auction site, credit card, travel, and other fees and expenses, will receive a commission of \$6,000.00 with final proceeds of \$24,000.00 to be retained by the District.

The District Administration recommended that the District enter into a Bill of Sale, whereunder the Property will be transferred to the buyer in its "As Is" condition in exchange for removing the Property, which removal results in approximately \$72,000 in cost savings for the District plus a final \$24,000.00 in sale proceeds.

A motion was made by Mr. Baskett and seconded by Mr. Aguilar to adopt Resolution No. 17-2022-2023 which authorizes and approves a contract for the sale of the twelve (12) relocatable buildings, as presented in Appendix I. The motion passed with a roll call vote 4-0.

**Roll Call Vote:**

Ms. Perez	Yes
Ms. Lopez	Yes
Dr. Garvin	Absent
Mr. Aguilar	Yes
Mr. Baskett	Yes

**CONSENT ITEMS**

A motion was made by Ms. Lopez and seconded by Mr. Aguilar to approve the consent items as presented. The motion passed with a roll call vote 4-0.

**Roll Call Vote:**

Ms. Perez	Yes
Ms. Lopez	Yes
Dr. Garvin	Absent
Mr. Aguilar	Yes
Mr. Baskett	Yes



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

Regular Board Meeting – April 18, 2023

B. Approval of Warrants for the Month of April 2023:

Payroll	\$ 10,845,989.73
Warrants	\$ 4,762,522.36
<b>Total</b>	<b>\$ 15,608,512.09</b>

C. Attendance Report

Ms. Yolanda Ortiz, Assistant Superintendent of Business Services, was available to answer questions regarding the eight month of the 2022-23 monthly attendance report presented.

D. Approval of Contracts

Company/Vendor	Description of Services	Amount/ Funding	Resource Person
Allan Hancock Joint Community College District	Joint use of SMJUHSD CTE Center premises for increased instruction opportunities to college students for the 2023-2024 school year.	No cost	John Davis
Andrew Rodriguez, DPT	Licensed Physical Therapist Services from April 24, 2023 to June 30, 2023.	\$4,000 / Special Education Funds	John Davis
Bridging Voices-Uniendo Voces, LLC	Professional development, coaching, workshops for translators/interpreters for best practices & skill development (principles of equity and inclusion for interpretation in school settings). Services provided from August 1, 2023 to June 30, 2024.	\$24,506.50/ LCAP 4.7	John Davis
California Psych Care, Inc	Behavior Intervention Implementation with Applied Behavior Analysis background from April 18, 2023 to June 30, 2023.	\$22,715 / Special Education Funds	John Davis
California State University, Fresno Foundation	Virtual Parent University training classes from August 2023 to June 30, 2024.	\$7,000/ LCAP 2.2	John Davis
Effective School Solutions	Effective School Solutions will provide twelve (12) full time mental health professionals for the 2023-2024 school year.	\$2,054,000/ ESSER III	John Davis

**REGULAR MEETING**  
**May 9, 2023**

Fresno County Superintendent of Schools	Cyber High for District EL students who need courses in Spanish from April 10, 2023 to June 30, 2024.	\$5,000/ LCAP 7.7	John Davis
Louise Sawyer, MA, LEP, ABSNP, NCSP	Contract renewal for Licensed Educational Psychologist services to provide Independent Education Evaluation (IEE) from March 4, 2023 to June 7, 2023.	\$5,000/ Special Education Funds	John Davis
Parent Institute for Quality Education (PIQE)	PIQE will provide a Fall Hybrid Signature Family Engagement in Education K-12 program classes for parents/guardians of district enrolled students from September 2023 to October 2023.	\$14,500; Additional 30-parent classes will be \$3,000/ LCAP 2.2	John Davis
Parent Institute for Quality Education (PIQE)	PIQE will provide a Winter Hybrid Social Emotional Learning program classes for parents/guardians of district enrolled students from February 1, 2024 to March 21, 2024.	\$14,500; Additional 30-parent classes will be \$3,000/ LCAP 2.2	John Davis
Parent Institute for Quality Education (PIQE)	PIQE will provide a Winter Hybrid Signature Family Engagement in Education K-12 program classes for parents/guardians of district enrolled students from January 2024 to February 2024.	\$14,500; Additional 30-parent classes will be \$3,000/ LCAP 2.2	John Davis
Parent Institute for Quality Education (PIQE)	PIQE will provide a Virtual Bridge to College Program for parents/guardians of district enrolled students from October 10, 2023 to October 31, 2023.	\$6,500; Additional 30-parent classes will be \$3,000/ LCAP 2.2	John Davis
Parent Institute for Quality Education (PIQE)	PIQE will provide a Spring Hybrid Civic Engagement Program for parents/guardians of district enrolled students from March 2024 to May 2024.	\$14,500; Additional 30-parent classes will be \$3,000/ LCAP 2.2	John Davis
SWAY	System that allows site Athletic Trainers to assess student concussions by accurate assessment of cognitive function with quick and easy tests of visual processing, reaction time and memory. It also test-measures stability using the built-in motion sensors of any mobile device or tablet.	\$2,565/LCAP 2.6	John Davis

<b>REGULAR MEETING</b> <b>May 9, 2023</b>
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Music Memories and More Custom Events	Full DJ sound and lighting services for SMHS Prom Dance on May 28, 2023.	\$14,147.64/ASB	Yolanda Ortiz
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- E. Facility Report – **Appendix B**
- F. Approval of New Courses

The new courses listed were presented for approval. The courses were listed for first reading on the April 18, 2023 board agenda.

Course	Summary
<b>Intro to Ethnic and Gender Studies</b>	A-G approved course. Introduction to Ethnic and Gender Studies will utilize research, discussion, and project-based learning to encourage understanding of how different groups have struggled and worked together, highlighting core ethnic studies concepts such as equity, race, racism, ethnicity, indigeneity, etc. This course focuses on the contributions and experiences of African Americans, Asian Americans/Pacific Islanders, Latino/Chicano Americans, indigenous Americans, and the women within each of these groups in the United States.
<b>AHC Dance 145 Folklorico Zapateados</b>	Concurrent course in CTE Pathway 112A (Performing Arts) at ERHS. This course is an advanced performing dance class in which one to two dozen dances are learned to level of proficiency for public performance. Students refine their footwork and stage presence, apply choreographic skills, develop a familiarity with Folklorico dance vocabulary, study the historical/cultural background of a variety of regional Mexican dance styles, learn production elements and business/managerial skills, and develop a professional career plan.
<b>Filmmakers Studio</b>	A-G approved course at ERHS that will focus on advanced instruction in the process and technique of professional video and film production. The goal of the class is to help students identify and master specific practices and techniques that they need to become proficient storytellers in all fields of video production.

- G. Student Matters - Education Code Sections §35146 & §48918  
Administrative Recommendation to order expulsion: 606252, 607062
- H. Notice of Completion

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

- 1) ERNEST RIGHETTI HIGH SCHOOL MAINTENANCE & OPERATIONS BUILDING #16-236 with Vernon Edwards Constructors, Contractor. This project was substantially completed on April 17, 2023.
- 2) ERNEST RIGHETTI HIGH SCHOOL PHASE 2 MODERNIZATION #18-280 with RSH Construction Inc., Contractor. This project was substantially completed on April 14, 2023.

- I. Authorization to Utilize Region 4 ESC/OMNIA Partners - Daikin Applied Americas, Inc. for the Length of the Contract through September 30, 2025

Section 10299 of the Public Contract Code (PCC) provides an alternative for obtaining supplies, furniture, and equipment, whereby notwithstanding Section 20111 and 20112 of the PCC, "school districts may, without competitive bidding, utilize contracts, master agreements and multiple award schedules established by the department [DGS] for the acquisition of information technology, goods, and services." Section 10299 further authorizes state and local agencies to "contract with suppliers awarded the contracts without further competitive bidding." The district administration recommends that the purchase of HVAC Equipment, Installation, Service & Related Products be made utilizing the provisions of the PCC that allows purchasing from Region 4 ESC/OMNIA Partners - Daikin Applied Americas, Inc. - Contract # R200401 through September 30, 2023 with the option to renew for two (2) additional one-year periods through September 30, 2025.

- J. Purchase Orders

PO #	Vendor	Amount	Description/Funding
PO23-01480	Lenovo (United States) Inc.	\$118,354.88	Lenovo 500w G3 Computers & carts / General Fund Restricted Lottery
PO23-01490	Softchoice Corporation	\$178,598.92	MS CAMSA Agreement M365 / General Fund IT Budget
PO23-01492	Culver Newlin Inc.	\$163,718.78	22-454 PVHS 10 Portable Install Student chairs, skid tables / Fund 25 Developer Fees
PO23-01494	Culver-Newlin Inc.	\$208,026.41	17-267 SMHS 50 CR & Admin. Bldg. various cubicle and desk furniture/ Fund 26 H2016 Bond
PO23-01497	Norman S Wright Climatec Mech Equip of So. California LLC	\$208,474.91	21-390 SMHS CTE MOD Tag (HV-1 to 11) Model IGX Make Up air units / Fund 26 H2016 Bond

K. Acceptance of Gifts

<b>Pioneer Valley High School</b>		
<u>Donor</u>	<u>Recipient</u>	<u>Amount</u>
Snap Mobile Inc.	Track	\$7,024.40
Snap Mobile Inc.	Baseball	\$917.00
Snap Mobile Inc.	Softball	\$6458.60
<b>Total Pioneer Valley High School</b>		<b><u>\$14,400.00</u></b>
<b>Righetti High School</b>		
<u>Donor</u>	<u>Recipient</u>	<u>Amount</u>
Children's Creative Project	Marimba Band	\$800.00
Ricardo Gabaldon Sr.	Marimba Band	\$200.00
Snap Mobile, Inc.	Baseball	\$12,239.70
Basin Street Regulars, Inc	Band	\$200.00
Snap Mobile, Inc.	Volleyball-Boys	\$1,521.30
<b>Total Righetti High School</b>		<b><u>\$14,961.00</u></b>

**FUTURE BOARD MEETINGS FOR 2023**

Unless otherwise announced, the next regular meeting of the Board of Education will be held on June 6, 2023. Closed session is scheduled to begin at 5:15 p.m. Open session begins at 6:30 p.m. The meeting will be held at the District Support Services Center. For **view only** live-stream links, refer to page 1 of the meeting agenda.

Regular Board Meetings for 2023:

- |                             |                   |                    |
|-----------------------------|-------------------|--------------------|
| June 14, 2023 (10:00 a.m.)* | August 1, 2023*   | September 12, 2023 |
| July 11, 2023               | November 14, 2023 | October 10, 2023   |
|                             |                   | December 12, 2023  |

*\*Not on the second Tuesday of the month*

**ADJOURN**

The meeting was adjourned at 8:06 p.m.