

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

School Year

Date of Board Approval

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

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">• An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or• 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)

	<ul style="list-style-type: none"> An individual who holds no credential, permit, or authorization to teach in California. <p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> Provisional Internship Permits, Short-Term Staff Permits Variable Term Waivers <p>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</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"> General Education Limited Assignment Permit (GELAP) Special Education Limited Assignment Permit (SELAP) Short-Term Waivers Emergency English Learner or Bilingual Authorization Permits <p>Local Assignment Options (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);

- How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
- How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
- 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:

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

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

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Formal Agreements ESSA SECTION 1423(2)

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

(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.

What 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?

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.

What activities will 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?

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.

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])

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?

- 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:

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: <https://www.cde.ca.gov/sp/st/>

California Department of Education
February 2022