

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Santa Maria Joint Union High School District

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LCAP Year: 2014-15

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs should comply with instructions and use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA’s goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>In the spring of 2013, the Santa Maria Joint Union High School District began a strategic planning process relying on diverse voices to identify and set the highest goals for our schools and our students. This work would provide the foundation for the Local Control Accountability Plan or LCAP. With the approval of the Santa Maria Joint Union High School District Board of Education, a 36-member Planning Team convened on April 15, 2013 and was charged with drafting the mission, vision statement, identifying core values, crafting strategic goals and strategic initiatives. The team included parents, students, teachers, classified staff, administration, representatives from higher and feeder education, and at large community members. The group used various forms of qualitative and quantitative data including student performance on CST testing, CAHSEE testing, AP results, graduation and drop-out rates.</p> <p>On May 6, 2013, the Planning Team met again to refine their work from the previous month. The group was also invited to participate in the ongoing process of refining the material</p>	<p>LCAP and EL Advisory Committees reviewed input from all stakeholders. They synthesized input to include 8 major goal areas in the LCAP over the next five years, and these goals are reflected in the 2014-2015 LCAP goals:</p> <ol style="list-style-type: none"> 1. Challenge and support all students to demonstrate proficiency in the Common Core State Standards and acquire the knowledge and skills to be successful. 2. Create a culture of respect and caring that supports positive relationships among all stakeholders. 3. Strengthen the quality of career education programs and services. 4. Strengthen district wide support systems, processes, and practices that support student learning. 5. Expand the ways in which technology may be used to support student engagement and learning, while improving the efficiency of district operations. 6. Promote a safe, secure, and healthy environment for all students and staff.

Involvement Process	Impact on LCAP
<p>through the use of technology and community meetings. Consultant Jim Brown provided the district with a “draft” of the various components of a strategic plan. A District “blog” was created to allow for comments from the committee as the material developed through the writing process.</p> <p>On July 29, 2013, Community Forums were held to update the community on the progress of the strategic plan and to invite feedback on the draft. The attendees were presented with an overview on the creative process, a draft of the plan, and the ongoing efforts directed toward the creation of action plans for each identified initiative.</p> <p>On August 5, 2013, the district launched the Strategic Plan webpage on the district website to solicit comments from the community and staff. This effort was made to allow the Santa Maria Joint Union High School District community to “fine tune” the work of the Strategic Planning Committee. In late August, the writing team reconvened to review all comments and make the appropriate adjustments to the Strategic Plan.</p> <p>On September 11th, 2013, the completed Strategic Plan was approved by a unanimous vote by the Board of Education. After approval, the District developed Action Plans for each identified Strategic Goal/Initiative.</p> <p>From October 2013 – March 2014, Action Teams developed Action Plans with a focus on addressing the student needs that were identified by the Strategic Planning Process. These needs included Common Core implementation, cultural proficiency training, development and expansion of CTE programs, expansion of services that promote student learning, addressing the digital divide, school safety, EL program development, and services for Foster Youth. On April 9, 2014, the SMJUHSD Board of Education was presented with an overview of these LCAP specific initiatives along with other ancillary actions that would be addressed.</p> <p>From April - May, 2014 the LCAP Plan was prepared using the aforementioned information. On June 3, 2014 the SMJUHSD LCAP Plan was posted for comments on the district website. In addition to the Faculty Association involvement in the creation of the District's Strategic Plan, the basis for the LCAP, the Faculty Association was invited to consult with the district on the LCAP on Thursday, June 5th. The Association declined the aforementioned date citing "short notice and the last week of school." The district then proposed two dates after the conclusion of the school year: Monday, June 9, 2014 and Tuesday, June 10, 2014. The Association was unresponsive to that request and did not propose any additional meeting dates. In addition,</p>	<ol style="list-style-type: none"> 7. Strengthen programs and services to support English Language Learners becoming proficient in academic areas. 8. Develop support systems for Foster Youth to improve academic achievement. <p>LCAP and EL Advisory Committees identified the following items as focus areas to consider in the future: Mixteco translation services, and parent/student involvement in district hiring procedures.</p>

Involvement Process	Impact on LCAP
<p>the district forwarded the "link" to the online posting of the LCAP and invited the Association to comment electronically. To date, no comments from the Association have been received by the district. Similarly, administration met with CSEA representatives on June 5, 2014.</p> <p>On May 22, 2014 the District Language Advisory Committee (DLAC) was presented with the plan and on May 27, 2014 the newly formed District Parent LCAP Committee met to discuss the information contained in the plan.</p> <p>On June 11th, 2014, the Board of Education held a public hearing to gather feedback on the document and on June 16th, 2014 the Board unanimously approved the Santa Maria Joint Union High School District Local Control Accountability Plan.</p>	

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to “Engagement” (e.g., pupil and parent)?

- 4) What are the LEA’s goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate “all” for all pupils.)	School(s) Affected (Indicate “all” if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>1. The district has identified the need to improve student proficiency rates on state and federally mandated assessments.</p> <p>Williams Act 0 finding – textbooks and instructional materials</p> <p>CAHSEE 10th Grade Proficiency Rate District ELA 44%, State ELA 57% District Math 53%, State Math 60%</p>	<p>1. Challenge and support all students to demonstrate proficiency in the Common Core State Standards and acquire the knowledge and skills to be successful.</p>	All	All	<p>This section will be completed at the end of year one.</p>	<p>Williams Act 0 findings</p> <p>CAHSEE Proficiency Rate ELA +5% Math +3%</p>	<p>Williams Act 0 findings</p> <p>CAHSEE Proficiency Rate ELA +5% Math +3%</p>	<p>Williams Act 0 findings</p> <p>CAHSEE Proficiency Rate ELA +5% Math +3%</p>	<p>1) Basic 2) Implementation of State Standards 4) Pupil achievement 8) Other pupil outcomes</p>

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	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>CAHSEE 10th Grade Pass Rate District ELA 75%, State 83% District Math 81%, State 84%</p> <p>California Standards Tests District ELA 45%, State ELA 57% District Math 53%, State Math 59%</p>					<p>CAHSEE 10th Grade Pass Rate ELA +3% Math +2</p> <p>SBAC Performance Data TBD</p>	<p>CAHSEE 10th Grade Pass Rate ELA +3% Math +2</p> <p>SBAC Performance Data TBD</p>	<p>CAHSEE 10th Grade Pass Rate ELA +3% Math +2</p> <p>SBAC Performance Data TBD</p>	
<p>2. The district has identified the need to improve our culture of respect and caring as one step toward addressing the achievement gap.</p> <p>A-G Completion Rate Hispanic 20%, White 31%</p> <p>Overall A-G Completion Rate District 22%, State 38%</p> <p>AP Testing Percentage District 13%, State 29%</p> <p>Cohort Graduation Rate Hispanic 83%, White 91%</p> <p>Cohort Dropout Rate Hispanic 12%, White 5%</p>	<p>2. Create a culture of respect and caring that supports positive relationships among all stakeholders.</p>	All	All	<p>This section will be completed at the end of year one.</p>	<p>A-G Completion Rate Hispanic +6%</p> <p>Overall A-G Completion Rate District +5%</p> <p>AP Testing District +6%</p> <p>Cohort Graduation Rate Hispanic +3%</p> <p>Cohort Dropout Rate Hispanic -3%</p>	<p>A-G Completion Rate Hispanic +6%</p> <p>Overall A-G Completion Rate District +5%</p> <p>AP Testing District +6%</p> <p>Cohort Graduation Rate Hispanic +3%</p> <p>Cohort Dropout Rate Hispanic -3%</p>	<p>A-G Completion Rate Hispanic +6%</p> <p>Overall A-G Completion Rate District +5%</p> <p>AP Testing District +6%</p> <p>Cohort Graduation Rate Hispanic +3%</p> <p>Cohort Dropout Rate Hispanic -3%</p>	<p>1) Basic 3) Parent involvement 4) Pupil achievement 5) Pupil engagement 6) School climate 7) Course Access</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>3. The district has identified the need to expand and develop new CTE programs.</p> <p>% of Student Enrolled in CTE District 61%, SB County 63%</p> <p>% of Students Enrolled in Capstone Courses District 20%, SB County 43%</p>	<p>3. Strengthen the quality for career education programs and services</p>	All	All	<p>This section will be completed at the end of year one.</p>	<p>% Enrolled in CTE District 2%</p> <p>% in Capstone District +3%</p>	<p>% Enrolled in CTE District 2%</p> <p>% in Capstone District +6%</p>	<p>% Enrolled in CTE District 2%</p> <p>% in Capstone District +9%</p>	<p>4) Pupil achievement 5) Pupil engagement 7) Course Access 8) Other pupil outcomes</p>
<p>4. The district has identified the need to expand practices that support student learning specifically in the areas of counseling and student support classes</p> <p>Williams Act 0 findings - Teacher vacancy or misassignments</p> <p>PPS Counseling Ratio District 1:2,500 State 1:500</p> <p>AVID Enrollment 8th grade enrollment 16% District enrollment 7%</p>	<p>4. Strengthen district wide support systems, processes and practices that support student learning.</p>	All	All	<p>This section will be completed at the end of year one.</p>	<p>Williams Act 0 findings</p> <p>PPS Counseling Ratio District 1:770</p> <p>AVID Enrollment District +3%</p>	<p>Williams Act 0 findings</p> <p>PPS Counseling Ratio District 1:500</p> <p>AVID Enrollment District +3%</p>	<p>Williams Act 0 findings</p> <p>PPS Counseling Ratio District 1:500</p> <p>AVID Enrollment District +3%</p>	<p>1) Basic 3) Parent involvement 4) Pupil achievement 5) Pupil engagement 6) School climate 7) Course Access 8) Other pupil Outcomes</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>5. The district has identified the need to address the digital divide that exists for poor and minority students.</p> <p>SB County Low-Socio Hardware Access Access 33% No Access 66% (Anecdotal)</p> <p>National Hardware Access 46% of poor households have no access</p> <p>National Broad-band Access Hispanic 52%, White 81%</p>	<p>5. Expand the ways in which technology may be used to support student engagement and learning, while improving the efficiency of district operations</p>	All	All	<p>This section will be completed at the end of year one.</p>	<p>District Provided Hardware Access District +75%</p> <p>District Provided School Internet Access District 100%</p> <p>District Provided Internet Access Internet Access - TBD</p>	<p>District Provided Hardware Access District 100%</p> <p>District Provided School Internet Access District 100%</p> <p>District Provided Internet Access Internet Access -TBD</p>	<p>District Provided Hardware Access District 100%</p> <p>District Provided School Internet Access District 100%</p> <p>District Provided Internet Access Internet Access -TBD</p>	<p>1) Basic 2) Implementation of State Standards 4) Pupil achievement 7) Course Access 8) Other pupil outcomes</p>
<p>6. The district has identified the need to maintain and improve school safety.</p> <p>Expulsion Rate District .001</p> <p>Student Suspension Rate District 11%, State 6%</p> <p>Truancy Rate District 66%, State 28%</p>	<p>6. Maintain a safe, secure and healthy environment for all students and staff</p>	All	All	<p>This section will be completed at the end of year one.</p>	<p>Williams Act 0 findings – Facilities conditions</p> <p>Student Suspension Rate District -2%</p> <p>Student Truancy Rate District -10%</p>	<p>Williams Act 0 findings – Facilities conditions</p> <p>Student Suspension Rate District -2%</p> <p>Student Truancy Rate District -10%</p>	<p>Williams Act 0 findings – Facilities conditions</p> <p>Student Suspension Rate District -2%</p> <p>Student Truancy Rate District -10%</p>	<p>3) Parent involvement 5) Pupil engagement 6) School climate 8) Other pupil outcomes</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>7. The district has identified the need to improve and expand programs that support English Learners.</p> <p>Redesignation rate District 12.3 % County 7.7% State 12.2%</p> <p>EL % Proficient on CAHSEE EL ELA 5%, District ELA 44% EL Math 19%, District Math 53%</p> <p>EL % Pass Rate on CAHSEE District 31% State 36%</p> <p>LEP % A-G Completion Rate District .5% State 9%</p> <p>EL % Proficient on API District ELA 36%, State 39% District Math 49%, State 49%</p>	<p>7. Strengthen programs and services to support English Language Learners becoming proficient in academic areas.</p>	<p><i>For English learners:</i></p>	<p>All</p>	<p>This section will be completed at the end of year one.</p>	<p>Redesignation rate 13.3 %</p> <p>EL Proficiency Rate on CAHSEE District EL +5%</p> <p>EL % Pass Rate District +2%</p> <p>LEP % A-G Completion Rate District +3%</p> <p>EL SBAC Performance Data District EL TBD</p>	<p>Redesignation rate 14.3 %</p> <p>EL Proficiency Rate on CAHSEE District EL +5%</p> <p>EL % Pass Rate District +2%</p> <p>LEP % A-G Completion Rate District +3%</p> <p>EL SBAC Performance Data District EL TBD</p>	<p>Redesignation rate 15.3 %</p> <p>EL Proficiency Rate on CAHSEE District EL +5%</p> <p>EL % Pass Rate District +2%</p> <p>LEP % A-G Completion Rate District +3%</p> <p>EL SBAC Performance Data District EL TBD</p>	<p>1) Basic 2) Implementation of State Standards 3) Parent involvement 4) Pupil achievement 5) Pupil engagement 6) School climate 7) Course Access 8) Other pupil outcomes</p>
<p>8. The district has identified the need expand support services for Foster Youth.</p> <p>FY % CAHSEE 10th Grade Pass Rate FY ELA 55%, District ELA 75%</p>	<p>8. Develop a support systems for Foster Youth to improve academic achievement.</p>	<p><i>For foster youth:</i></p>	<p>All</p>	<p>This section will be completed at the end of year one.</p>	<p>FY % CAHSEE 10th Grade Pass Rate</p>	<p>FY % CAHSEE 10th Grade Pass Rate</p>	<p>FY % CAHSEE 10th Grade Pass Rate</p>	<p>1) Basic 2) Implementation of State Standards 3) Parent involvement 4) Pupil achievement</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
FY Math 60%, District Math 81% FY % A-G Completion Rate FY 0%, District 22% FY % Credit Deficient FY 30%					District FY +5% FY % A-G Completion Rate District FY +5% FY % Credit Deficient District FY -5%	District FY +5% FY % A-G Completion Rate District FY +5% FY % Credit Deficient District FY -5%	District FY +5% FY % A-G Completion Rate District FY +5% FY % Credit Deficient District FY -5%	5) Pupil engagement 6) School climate 7) Course Access 8) Other pupil outcomes

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
1. Challenge and support all students to demonstrate proficiency in the Common Core State Standards and acquire the knowledge and skills to be successful.	1) Basic 2) Implementation of State Standards 4) Pupil achievement 8) Other pupil outcomes	1.Contract with PIVOT Learning to implement district-wide common core training for teachers and administrators Contract with School Innovation Technology to provide training resources for the district Construct a professional development center for staff training Purchase equipment necessary to outfit the staff development center	LEA-wide	This section will be completed at the end of year one.	Contract with PIVOT Learning to implement district-wide common core training for teachers and administrators Cost: \$250,000 (Title I) Contract with School Innovation Technology to provide training resources for the district Cost: \$45,000 (LCFF) Construct a professional development center for staff training Cost: \$ \$350,000 (LCFF) Purchase equipment necessary to outfit the staff development center Cost: \$40,000 (LCFF)	Maintain appropriate district wide professional development for Common Core Cost: \$250,000 (Title 1) Contract with School Innovation Technology to provide training resources for the district Cost: \$45,000 (LCFF) Facility constructed in Year 1 Purchase equipment necessary to outfit the staff development center Cost: \$10,000 (LCFF)	Maintain appropriate district wide professional development for Common Core Cost: \$250,000 (Title 1) Contract with School Innovation Technology to provide training resources for the district Cost: \$45,000 (LCFF) Facility constructed in Year 1 Purchase equipment necessary to outfit the staff development center Cost: \$10,000 (LCFF)
2. Create a culture of respect and caring that supports positive relationships among all stakeholders.	1) Basic 3) Parent involvement 4) Pupil achievement 5) Pupil engagement 6) School climate 7) Course Access	2. Contract the Community Leadership Institute and Institute for Equity & Education to provide two models of cultural proficiency training & services	LEA-wide	This section will be completed at the end of year one.	Contract the Community Leadership Institute and I.E.E. to provide two models of cultural proficiency training & services. Cost: \$100,000 (LCFF)	Contract the Community Leadership Institute and I.E.E. to provide two models of cultural proficiency training & services. Cost: \$100,000 (LCFF)	Contract the Community Leadership Institute and I.E.E. to provide two models of cultural proficiency training & services. Cost: \$100,000 (LCFF)

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
3.Strengthen the quality for career education programs and services	4) Pupil achievement 5) Pupil engagement 7) Course Access 8) Other pupil outcomes	3. Develop defined career pathways for the district Expand capstone course offerings. Develop facility master plan to accommodate capstone classes Remodel or develop facilities to accommodate CTE courses and a CTE facility Purchase equipment for CTE capstone classes Develop California Partnership Academies	LEA-wide	This section will be completed at the end of year one.	Expand capstone course offerings. Cost: \$50,000 (LCFF) Develop facility master plan to accommodate capstone classes Cost: \$90,000 (Developer Fees) Remodel or develop facilities to accommodate CTE courses and a CTE facility Cost: NC Purchase equipment for CTE capstone classes Cost: NC Develop California Partnership Academies Cost: NC	Expand capstone course offerings. Cost: \$50,000 (LCFF) Project completed in Year 1 Remodel or develop facilities to accommodate CTE courses and a CTE facility Cost: \$300,000 (Building Fund) Purchase equipment for CTE capstone classes Cost: TBD California Partnership Academies Cost: \$300,000 (LCFF)	Expand capstone course offerings. Cost: \$50,000 (LCFF) Project completed in Year 1 Remodel or develop facilities to accommodate CTE courses and a CTE facility Cost: \$5,600,000 (Building Fund) Purchase equipment for CTE capstone classes Cost: TBD California Partnership Academies Cost: \$300,000 (LCFF)
4. Strengthen district wide support systems, processes and practices that support student learning.	1) Basic 3) Parent involvement 4) Pupil achievement 5) Pupil engagement 6) School climate	4. Hire twelve PPS credential counselors. (Eight in Year 1, and four additional counselors in Year 2)	LEA-wide	This section will be completed at the end of year one.	Eight PPS credentialed counselors Cost: \$800,000 (LCFF) Increase & maintain AVID	Four additional PPS credentialed counselors. Cost: \$1,200,000 (LCFF) Increase & maintain AVID	Maintain twelve PPS credentialed counselors. Cost: \$1,200,000 (LCFF) Increase & maintain AVID

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
	8) Other pupil outcomes	Increase & maintain AVID sections by one FTE in each of the subsequent years			support 1 FTE district-wide. Cost: \$ \$80,000 (LCFF)	support 1 FTE district-wide (Two total) Cost: \$ \$160,000 (LCFF)	support 1 FTE district-wide (Three total) Cost: \$ \$240,000 (LCFF)
5. Expand the ways in which technology may be used to support student engagement and learning, while improving the efficiency of district operations	1) Basic 2) Implementation of State Standards 4) Pupil achievement 5) Pupil engagement 7) Course Access 8) Other pupil outcomes	5. Install wireless access in all schools Purchase 1:1 devices for staff Purchase 1:1 Devices for students grades 9-12	LEA-wide	This section will be completed at the end of year one.	Install wireless access in all schools Cost: \$850,000 (CC Imp) Purchase 1:1 devices for staff Cost: \$160,000 (LCFF) Purchase 1:1 Devices for student grade 9-11 Cost: \$2,200,000 (LCFF)	Project completed in Year 1 Purchase replacement devices Cost: \$30,000 (LCFF) Purchase 1:1 Devices for incoming 8 th graders. Cost: \$800,000 (LCFF)	Project completed in Year 1 Purchase replacement devices Cost: \$30,000 (LCFF) Purchase 1:1 Devices for incoming 8 th graders. Cost: \$800,000 (LCFF)
6. Maintain a safe, secure and healthy environment for all students and staff	3) Parent involvement 5) Pupil engagement 6) School climate 8) Other pupil outcomes	6. Contract for one School Resource Officer (SRO) for each comprehensive school site. (Two officers-SMPD) Establish & maintain school site opportunity programs at each comprehensive site. Two FTE per site. Purchase equipment required to maintain safe and secure campuses	LEA-wide	This section will be completed at the end of year one.	Contract for one School Resource Officer (SRO) for each comprehensive school site. (Two officers-SMPD) Cost: \$185,000 (LCFF) Establish & maintain school site opportunity programs at each comprehensive site. Two FTE per site. Cost: \$480,000 (LCFF) Purchase equipment required to maintain safe and secure campuses. Cost: \$10,000 (LCFF)	Maintain School Resource Officers Cost: \$185,000 (LCFF) Establish & maintain school site opportunity programs at each comprehensive site. Two FTE per site. Cost: \$480,000 (LCFF) Purchase equipment required to maintain safe and secure campuses Cost: \$10,000 (LCFF)	Maintain School Resource Officers Cost: \$185,000 (LCFF) Establish & maintain school site opportunity programs at each comprehensive site. Two FTE per site. Cost: \$480,000 (LCFF) Purchase equipment required to maintain safe and secure campuses Cost: \$10,000 (LCFF)

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
7. Strengthen programs and services to support English Language Learners becoming proficient in academic areas	1) Basic 2) Implementation of State Standards 4) Pupil achievement 7) Course Access 8) Other pupil outcomes	For English learners: Purchase Read 180 and System 44 Curriculum Hire and maintain additional teaching staff to accommodate new EL model Hire and maintain EL Coordinators Hire and maintain Bi-lingual Instructional Assistants	LEA-wide	This section will be completed at the end of year one.	Purchase Read 180 and System 44 Curriculum Cost: \$300,000 (LCFF) Hire and maintain additional teaching staff to accommodate new EL model. Cost: \$800,000 (LCFF) Hire and maintain EL Coordinators Cost: \$160,000 (LCFF) Hire and maintain Bi-lingual Instructional Assistants Cost: \$120,000 (LCFF)	Purchase Read 180 and System 44 Curriculum Cost: \$10,000 (LCFF) Hire and maintain additional teaching staff to accommodate new EL model. Cost: \$800,000 (LCFF) Hire and maintain EL Coordinators Cost: \$160,000 (LCFF) Hire and maintain Bi-lingual Instructional Assistants Cost: \$120,000 (LCFF)	Read 180 and System 44 – license renewal Cost: \$10,000 (LCFF) Hire and maintain additional teaching staff to accommodate new EL model. Cost: \$800,000 (LCFF) Hire and maintain EL Coordinators Cost: \$160,000 (LCFF) Hire and maintain Bi-lingual Instructional Assistants Cost: \$120,000 (LCFF)
7A. Strengthen program and services to support increasing numbers of R-FEP students		Student performance metrics indicate that RFEP are outperforming EO students in the district.			For redesignated fluent English proficient pupils: See Goals 1-8	For redesignated fluent English proficient pupils: See Goals 1-8	For redesignated fluent English proficient pupils: See Goals 1-8
7B. Strengthen programs and services that support low-		Due to the overwhelming percentage of low-income pupils in the			For low income pupils: See Goals 1-8	For low income pupils: See Goals 1-8	For low income pupils: See Goals 1-8

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
income students		district all identified goals in this document address the needs of all students.					
8. Identify and work with Foster Students in the District and feeding to the district	1) Basic 4) Pupil achievement 5) Pupil engagement 6) School climate 7) Course Access 8) Other pupil outcomes	For foster youth: Contract & maintain liaison services from Fighting Back Santa Maria Valley	LEA-wide	This section will be completed at the end of year one.	Contract & maintain liaison services from Fighting Back Santa Maria Valley Cost: \$25,000	Contract & maintain liaison services from Fighting Back Santa Maria Valley Cost: \$25,000	Contract & maintain liaison services from Fighting Back Santa Maria Valley Cost: \$25,000

- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

The Santa Maria Joint Union High School District will receive \$5,340,191 in Supplemental Local Control Funding Formula Funds beginning in 2014-15. This amount will increase to approximately \$9,365,389 million in 2015-16 and \$11,147,790 million in 2016-17. ***See attached FCMAT calculator page**

SMJUHSD will offer a variety of programs and supports specifically for English Learners, low income students and Foster Youth. These include: the purchasing of a new, research-based curriculum (Read 180 and System 44), hiring additional staff to ensure all EL students receive proper placement and services, hiring an additional EL Coordinator to monitor EL services and track EL students, the hiring of Bi-lingual Instructional Assistants to provide support for EL students in core classes, the hiring of PPS Credentialed Counselors at each site, and the creation of additional AVID sections to meet the needs of our incoming students.

Since the SMJUHSD has an unduplicated count of 82%, the additional services will strengthen not only the targeted sub group populations, but the district as a whole. The full list of services and expenditures is aligned with the goals of the SMJUHSD Local Control and Accountability Plan and addresses the needs of our district's English Learners, low income, and Foster Youth populations. School staff and School Site Councils will align their Single School Plans for Achievement to the goals and actions of the adopted Local Control Accountability Plan.

- D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

The SMJUHSD proportionality calculation is 9.6%.The SMJUHSD will improve services to our English Learners through professional development on the Common Core State Standards, English Language Development Standards and implementation of them in all classrooms, as well as the new Read 180 and System 44 curricula. Through the professional development SMJUHSD staff will develop an understanding of the new Standards and curriculum that will impact and improve instructional practices for English Learners. This will also encompass a newly designed ELD course sequence for students.

Engagement of all stakeholders to support student success is another key component of the 2014-15 LCAP. This stakeholder involvement will be supported by Cultural Proficiency training and professional development at each of our district sites, as well as enhanced translation services and bi-lingual communications at all levels.

The SMJUHSD has not previously tracked Foster Youth students. Beginning with the 2014-15 school year, we will improve our partnership with stakeholders who work directly with Foster Youth and provide improved services by developing and implementing a system for identifying and tracking our district's Foster Youth.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

Santa Maria Joint Union High - Adopted Budget 14-15		6/5/14			
Minimum Proportionality Percentage (MPP): Summary Supplemental & Concentration Grant					
		2013-14	2014-15	2015-16**	2016-17**
1.	LCFF Target Supplemental & Concentration Grant Funding <i>from Calculator tab</i>		16,762,662	17,236,496	17,631,560
2.	Prior Year (estimated) Expenditures for Unduplicated Pupils above what was spent on services for all pupils		862,811	5,322,719	9,367,446
	Prior Year EIA expenditures 2014-15 py exp (2013-14 exp) must >= 2012-13 EIA exp	862,811 TRUE			
3.	Difference [1] less [2]		15,899,851	11,913,777	8,264,114
4.	Estimated Additional Supplemental & Concentration Grant Funding <i>[3] * GAP funding rate</i>		4,459,908	4,044,727	1,790,834
	GAP funding rate		28.05%	33.95%	21.67%
5.	Estimated Supplemental and Concentration Grant Funding [2] plus [4] (unless [3]<0 then [1]) <i>LCAP Section 3, Part C</i>		5,322,719	9,367,446	11,158,280
6.	Base Funding <i>LCFF Phase-In Entitlement less [5], excludes Targeted Instructional Improvement & Transportation</i>		55,483,583	58,996,319	60,640,334
	LCFF Phase-In Entitlement		61,163,670	68,721,133	72,155,982
7/8.	Minimum Proportionality Percentage* <i>[5] / [6] LCAP Section 3, Part D</i>		9.59%	15.88%	18.40%
<p>*percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP year. If Step 3a <=0, then calculate the minimum proportionality percentage at Estimated Supplemental & Concentration Grant Funding, step 5. **Regulations only require an LEA to demonstrate how it is meeting the proportionality percentage in the LCAP year, not across all three years.</p>					
SUMMARY SUPPLEMENTAL & CONCENTRATION GRANT & MPP					
			2014-15	2015-16	2016-17
Current year estimated supplemental and concentration grant funding in the LCAP year			\$ 5,322,719	\$ 9,367,446	\$ 11,158,280
Current year Minimum Proportionality Percentage (MPP)			9.59%	15.88%	18.40%