Local Control & Accountability Plan Summary
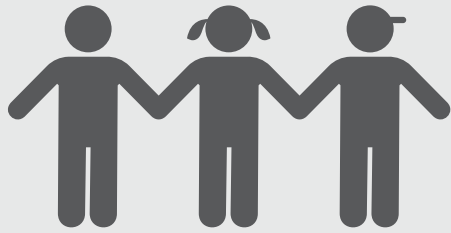
DISTRICT STORY

7,949 9th-12th STUDENTS
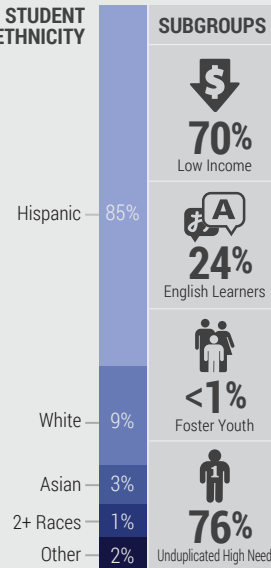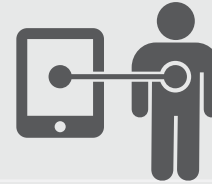
4 SCHOOLS

695 EMPLOYEES

STUDENT ETHNICITY
- Hispanic — 85%
- White — 9%
- Asian — 3%
- 2+ Races — 1%
- Other — 2%

SUBGROUPS
- **70%** Low Income
- **24%** English Learners
- **<1%** Foster Youth
- **76%** Unduplicated High Need

1:1 Student per Technology Device
Devices for new students & staff

District Mission
Prepare all learners to be productive citizens & college/ career ready by providing challenging learning experiences & establishing high achievement expectations
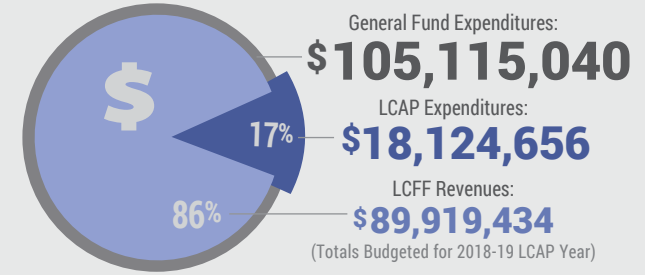
District Vision
Every student succeeds & is prepared for college, career, & life.

BUDGET

General Fund Expenditures:
$105,115,040

LCAP Expenditures:
$18,124,656

LCFF Revenues:
$89,919,434

(Totals Budgeted for 2018-19 LCAP Year)

17%
86%

Additional Expenditures Not Specified in the LCAP:
- Certificated & classified staffing
- Transportation
- Maintenance, operations, & utilities
- Board, Superintendent & District support & administrative functions
- Special Education
- Other federal & state restricted programs

LCAP HIGHLIGHTS

GOAL #1 — CCSS proficiency for college & career readiness

GOAL #2 — Positive & respectful stakeholder culture

GOAL #3 — Strengthen CTE programs & services

GOAL #4 — Support student achievement

GOAL #5 — Expand technology use

GOAL #6 — Safe & healthy environment

GOAL #7 — Support English Learner proficiency

GOAL #8 — Support Foster Youth achievement

* For additional LCAP resources click or scan the QR code or go to *www.goboinfo.com* and search for your district.

Local Control & Accountability Plan Summary

GREATEST PROGRESS

High Graduation Rates

Status: **High**

Change: **Maintained**

Increased Translation & Interpretation Opportunities

Metric

+35%

Local Measure

Planned Actions to Maintain Progress:

1.1 - Increase support for CCSS (Math, Eng & Science)

2.4 - Develop core A-G Ethnic & Gender studies courses, curriculum & resources

4.2 - Increase AVID student budget & support at comprehensive sites

2.1 - Improve district translation services

GREATEST NEEDS

Increase English Learner Progress

Status: **Medium**

Change: **Decline**

Decrease Suspension Rate

Status: **Medium**

Change: **Maintained**

Planned Actions to Address Needs:

7.2 - Bilingual instructional support for EL Newcomer students

7.4 - Provide intervention & advancement for ELD students

6.1 - Implement Restorative Approaches

PERFORMANCE GAPS

Subgroup in Need:

State Indicators:

2+ Races

1. Chronic Absenteeism
2. Suspension Rate
3. English Learner
4. Graduation Rate
5. College/Career Readiness
6. ELA Assessment
7. Math Assessment

Foster Youth

1. Chronic Absenteeism
2. Suspension Rate
3. English Learner
4. Graduation Rate
5. College/Career Readiness
6. ELA Assessment
7. Math Assessment

Planned Actions to Address Performance Gaps:

3.2 - Students support into CTE programs

4.1 - Continue progress to increase District A-G completers

4.11 - Progress monitor student academic growth

7.1 - EL instructional progress

INCREASED OR IMPROVED SERVICES

POR VIDA Program to Address At-Risk Behaviors

for EL LI FY

Program Specialists for FY Liaison Services

for Foster Youth

EL Newcomer Bilingual Instructional Support

for English Learners

Santa Maria Joint Union High School District, 2560 Skyway Dr., Santa Maria, CA 93455; (805) 922-4573; www.smjuhsd.k12.ca.us; CDS# 42693100000000.
LCFF Task Force Coordinator: Steve Molina, email: smolina@smjuhsd.org

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