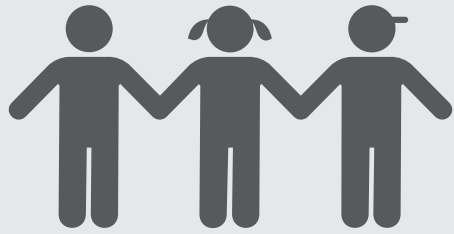


Local Control & Accountability Plan Summary

2021-22
Santa Maria JUHSD
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DISTRICT STORY



8,657 9-12th grade STUDENTS

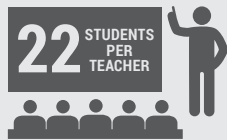


4 SCHOOLS

High School: 3
Continuation High School: 1



773 EMPLOYEES

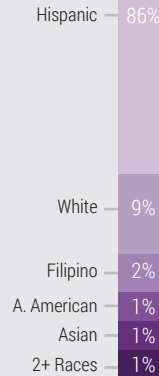


22 STUDENTS PER TEACHER

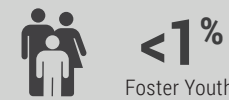


2 DISTINGUISHED Schools

STUDENT ETHNICITY



STUDENT GROUPS



Guiding Principles

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

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



District Mission

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

District Vision

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



LCAP HIGHLIGHTS

BROAD GOAL #1



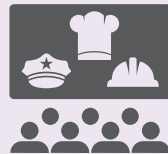
Support Student Achievement

BROAD GOAL #2



Create a Respectful and Caring Culture

BROAD GOAL #3



Promote CTE Pathway Engagement, Access, and Equity

BROAD GOAL #4



Build College and Career Readiness

BROAD GOAL #5



Provide All Students with Access to Technology

BROAD GOAL #6



Provide a Safe, Secure, and Healthy Environment

FOCUS GOAL #7









Support English Learner Proficiency











Local Control & Accountability Plan Summary








REFLECTION: SUCCESSES

 <p>Increased Math & ELA Proficiency</p>	<p>Indicator: California School Dashboard</p>  <p>Change: Increased</p>
<p>Increased College & Career Readiness</p> 	<p>Indicator: California School Dashboard</p>  <p>Status: ↑31.7% Change: Increased</p>
 <p>Reduced Suspension Rate</p>	<p>Indicator: California School Dashboard</p>  <p>Status: ↓1.6% Change: Declined</p>

REFLECTION: IDENTIFIED NEEDS

 <p>Increase ELA Proficiency of Student Groups</p>	<p>Indicator: California School Dashboard</p>  <p>Groups: English Learners, Students with Disabilities</p>
<p>Increase Math Proficiency of Student Groups</p> 	<p>Indicator: California School Dashboard</p>  <p>Groups: EL, SWD</p>  <p>Groups: Homeless, White</p>
 <p>Increase Graduation Rate of Student Groups</p>	<p>Indicator: California School Dashboard</p>  <p>Groups: Foster Youth</p>  <p>Groups: EL, SWD, White</p>

PERFORMANCE GAPS

Subgroup in Need:	State Indicators:
	<p>1. Chronic Absenteeism</p> <p>2. Suspension Rate</p> <p>3. English Learner</p> <p>4. Graduation Rate</p> <p>5. College/Career Readiness</p> <p>6. ELA Assessment</p> <p>7. Math Assessment</p>
English Learners	
Foster Youth	
Students with Disabilities	
White	

Planned Actions to Maintain Progress:

- 1.1 - Provide teachers with professional learning opportunities in Common Core State Standards (CCSS) in order to align and implement a curriculum which supports academic growth and college/career readiness for all students.
- 1.4 - Continue to implement an assessment management system to coordinate the collection of data, which will be used by teachers to inform instruction.
- 4.1 - Provide districtwide counseling services addressing students' academic, career, and social/emotional developmental need.
- 4.2 - Maintain Advancement Via Individual Determination (AVID) program to prepare students in 9th through 12th grade for college eligibility and success.

Planned Actions to Address Needs:

- 1.6 - Continue to implement progress monitoring and student placement protocols in order to inform teachers, site administration, and District Directors of student academic growth.
- 1.8 - Support higher levels of reading fluency, comprehension, and academic vocabulary by providing an intervention program for struggling students.
- 1.9 - Utilize a formative writing software program to help engage students in the writing process, support instruction in the classroom, and improve learning outcomes.
- 2.8 - Maintain a Parent Engagement Coordinator who will collaborate with parents and staff in developing and implementing a district-wide parent/guardian engagement program.

Planned Actions to Address Performance Gaps:

- 1.5 - Utilize a co-teaching model to provide general and special education teachers with opportunities to collaborate in creating lessons and strategic assessments to reflect students' learning progress.
- 1.10 - Support comprehensive instructional interventions that personalize learning for students with special needs.
- 4.10 - Program Specialists at all 4 sites will be contracted through Fighting Back Santa Maria Valley (FBSMV) to provide liaison services for Foster Youth students.
- 7.6 - Bilingual instructional assistants will provide English learners who are newcomers with small group and primary language support in core classes during the school day.

