



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Marcos Unified School District

CDS Code: 37 73791 0000000

School Year: 2023-24

LEA contact information:

Spencer Wavra

Director of Special Programs

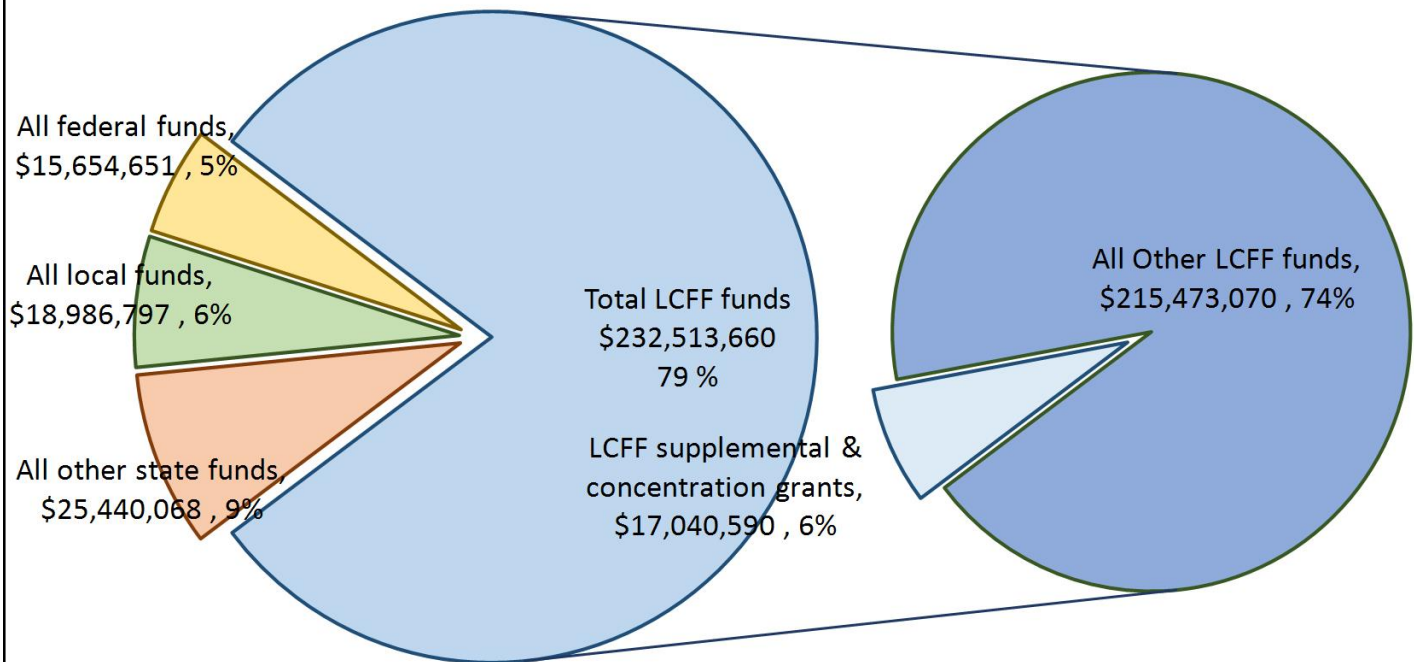
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760-752-1271

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

# Budget Overview for the 2023-24 School Year

## Projected Revenue by Fund Source

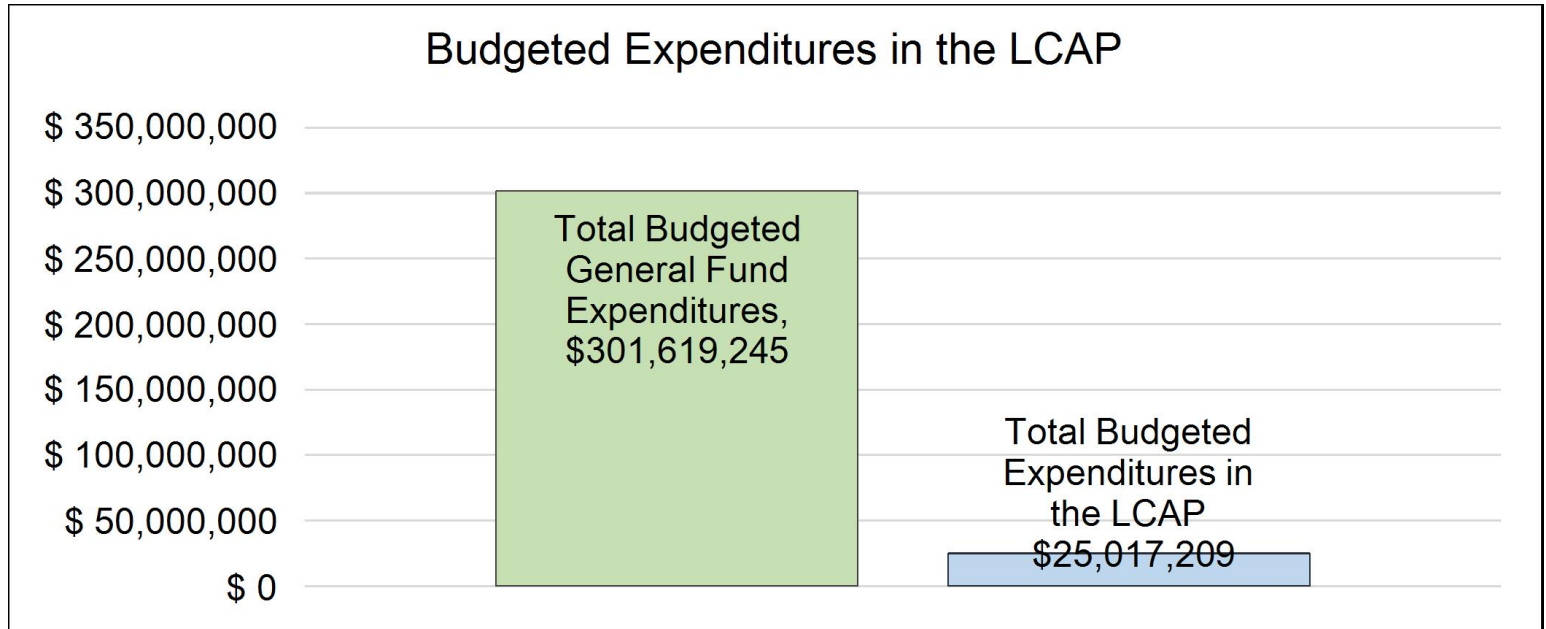


This chart shows the total general purpose revenue San Marcos Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Marcos Unified School District is \$292,595,176, of which \$232,513,660 is Local Control Funding Formula (LCFF), \$25,440,068 is other state funds, \$18,986,797 is local funds, and \$15,654,651 is federal funds. Of the \$232,513,660 in LCFF Funds, \$17,040,590 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much San Marcos Unified School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: San Marcos Unified School District plans to spend \$301,619,245 for the 2023-24 school year. Of that amount, \$25,017,209 is tied to actions/services in the LCAP and \$276,602,036 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

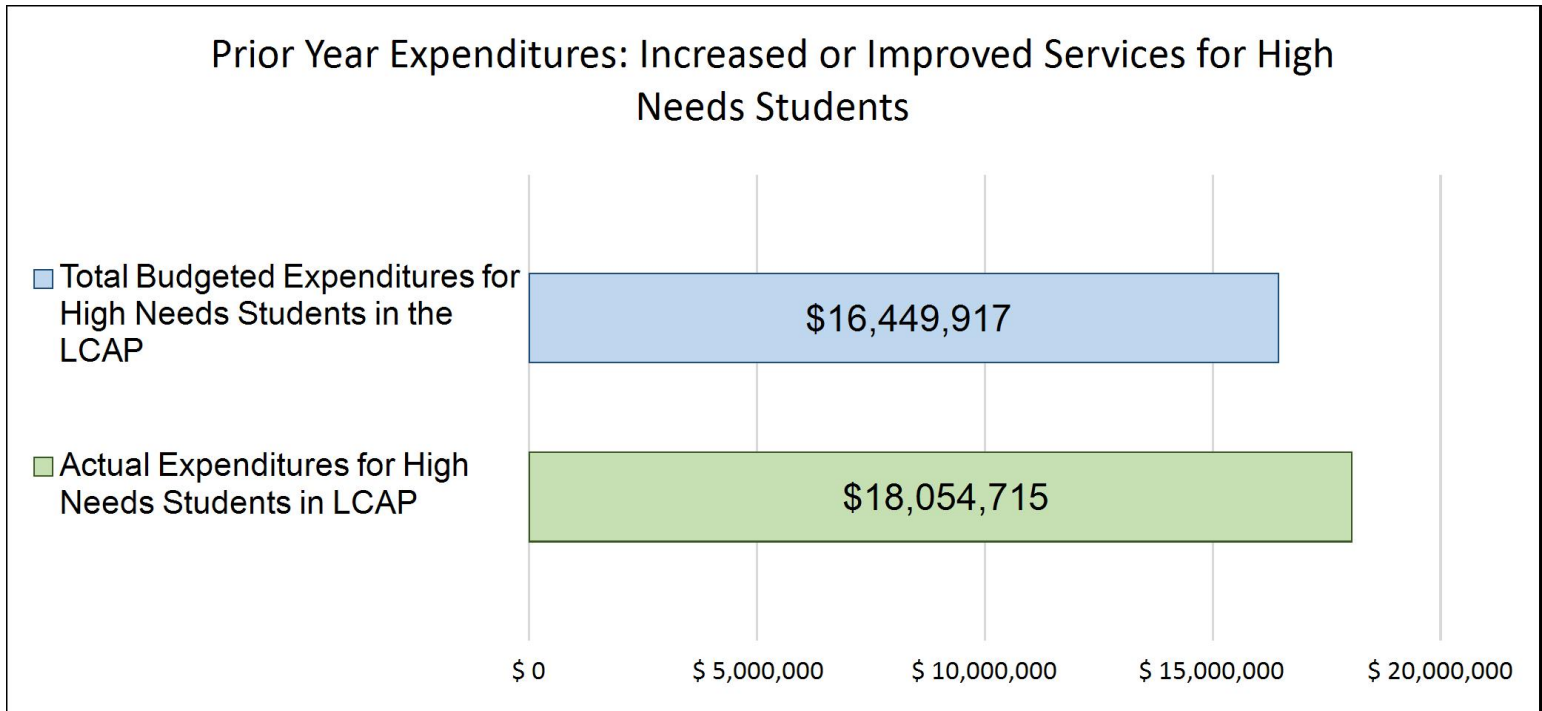
Base program, administration, and Special Education program expenditures are not included in the LCAP

### Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, San Marcos Unified School District is projecting it will receive \$17,040,590 based on the enrollment of foster youth, English learner, and low-income students. San Marcos Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. San Marcos Unified School District plans to spend \$21,892,438 towards meeting this requirement, as described in the LCAP.

## LCFF Budget Overview for Parents

### Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what San Marcos Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what San Marcos Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, San Marcos Unified School District's LCAP budgeted \$16,449,917 for planned actions to increase or improve services for high needs students. San Marcos Unified School District actually spent \$18,054,715 for actions to increase or improve services for high needs students in 2022-23.

## Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
San Marcos Unified School District	Spencer Wavra Director of Special Programs	spencer.wavra@smusd.org 760-752-1271

## Plan Summary [2023-24]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

San Marcos Unified School District is located in Northern San Diego County, 90 miles south of Los Angeles and 30 miles north of San Diego. It is bordered on the west by the beaches of the Pacific Ocean, and on the east by the Laguna Mountains and the Anza Borrego Desert. The district is 44 square miles in size, and encompasses the City of San Marcos, portions of the cities of Carlsbad, Escondido, Vista; and unincorporated areas of San Diego County lying between these cities. The majority of the student population resides in the city of San Marcos.

The district consists of ten elementary schools, (including a Spanish dual language immersion program), two K-8 schools, three middle schools, two comprehensive high schools, one continuation high school, one independent study high school, and one adult transition program.. There are currently 19,097 students enrolled in San Marcos Unified, and there is considerable diversity within the district. The ethnic composition of the San Marcos Unified student body is as follows: Asian 5.7%; White 39%, Filipino 2.3%, Hispanic 46%, African American 1%; Two or more races 6.4%; Pacific Islander 0.3%; and American Indian 0.2%. Approximately 14% of students are classified as being Limited English Proficient (LEP), 12% of students are identified as students with disabilities (SWD), 0.2% of students are foster youth, and .2% of the student population identifies as homeless youth. Approximately 40% of students in San Marcos Unified come from socioeconomically disadvantaged households.

In the 2022-23 school year, the district has continued to focus its efforts on addressing the needs of students, staff, and community following the 2020 global pandemic, while also making strides to move forward with a new vision for the district.

Academically, the focus of the school year has been on accelerating learning in elementary reading, K12 math, and improving outcomes for emerging bilingual (English Learner) students - areas where our data shows the most need for growth. Districtwide attention to MTSS has been used to strengthen tier one instruction and create clear intervention protocols. School sites continue to refine Professional Learning Community practices among grade level and department teams to address student learning in the core academic areas.

As a whole the district continues to see the impact of the COVID-19 pandemic on the mental health of students (and staff) across school sites. We have used federal and state funds to increase the number of mental health professionals (counselors, social workers) at elementary and secondary school sites. Additionally, we have partnered with the city of San Marcos to create Wellness Teams consisting of a mental health professional and family liaison to support families of students in immediate crisis. This partnership has also allowed us to build a tier one mental health campaign for students, staff, and families to reduce the stigma of mental health help and to offer avenues for individuals to access help.

In the 2021-22 school year the district began a journey to create a new vision for the district anchored in an SMUSD Portrait of a Graduate. The Portrait has been completed with our goal to have every student graduate showing the competencies of adaptability, communication, critical thinking, empathy, and leadership. In the 2022-23 school year, the district adopted its Strategic Promise, the goals necessary to ensure that every student will meet the competencies set forth in the Portrait of a Graduate. The district is now in the process of System Design Benchmarking to determine the ways our systems - educational services, business services, human resources, and governance structures - are working together to meet the goals in the Strategic Promise. As we look to the full rewrite of the LCAP in 2023-24, it is expected that the Portrait, the Strategic Promise, and the LCAP will work in tandem to drive the educational programs within the district.

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

San Marcos Unified School District strives to provide an unparalleled educational experience for all learners, emphasizing equitable learning opportunities, and access to a rigorous, standards-based instructional program, designed to ensure all students meet the future-ready competencies within our Portrait of a Graduate - adaptability, communication, critical thinking, empathy, and leadership. All students were administered a modified CAASPP in 2022 and metrics have moved from a percentage proficient to a number above standard. Based on 2022 CAASPP data and California State Dashboard equity indicators. Dashboard data indicated strong performance in the areas of English Language Arts (High - 22.7 points above standard), Suspension Rate (Low - 1.9%), Graduation Rate (Very High - 95.2%). The most notable gains were in the areas of English Language Arts. The 2022 ELA CAASPP results for San Marcos Unified School District (SMUSD) show varying levels of performance among different student groups. High and Very High Performance Groups: Among the high-performing groups, Asian students demonstrate the highest proficiency, with scores 82 points above the district average. Filipino students, Two or More Races



students, and White students also exhibit above-average performance, with gaps ranging from 50.4 to 52 points above the average. American Indian and Pacific Islander students show performance levels closer to the district average. Medium Performance Group: African American students are categorized as having medium performance, indicating their scores are closer to the district average compared to the low-performing groups. However, without specific data on their exact score, it is not possible to provide a detailed analysis of their performance.

Based on the provided data, here is an analysis of the 2022 Math CAASPP results for San Marcos Unified School District (SMUSD) along with the identification of successful student groups:

The 2022 Math CAASPP results for San Marcos Unified School District (SMUSD) show varying levels of performance among different student groups.

**Overall Performance:** The data indicates that all students in SMUSD performed 18.4 points below the standard in the Math CAASPP assessment. This suggests that there is room for improvement across the district as a whole.

**Very High Performance Group:** Asian students exhibited the highest proficiency in math, scoring 65.4 points above the standard. This group demonstrated exceptional achievement compared to other student groups in SMUSD.

**High Performance Groups:** Among the high-performing groups, Filipino students stand out with scores 18.4 points above the standard. Two or More Races and White students also demonstrated above-average performance, with gaps of 16.5 and 13.1 points above the standard, respectively. These groups showed notable success in the Math CAASPP assessment.

**Medium Performance Group:** Pacific Islander students are categorized as having medium performance, scoring 13 points below the standard. While this group did not achieve at the same level as the district average, their performance is relatively closer to the standard compared to other groups.

SMUSD's 2022 iReady Reading Diagnostic (local measure):

**Overall Performance:**

Students in SMUSD achieved an overall proficiency rate of 61% in iReady Reading. This indicates that a majority of students are performing at or above the expected level in reading skills.

**Success in Specific Areas:**

**Phonological Awareness:** Students in SMUSD demonstrated a high level of proficiency in phonological awareness, with a score of 96%. This indicates that students are able to identify and manipulate individual sounds in spoken words, which is an essential skill for reading development.

**Phonics:** Students in SMUSD achieved an 88% proficiency rate in phonics. This suggests that they are proficient in recognizing and decoding letter-sound relationships, which is crucial for accurate and fluent reading.

**High Frequency Words:** Students in SMUSD demonstrated a 94% proficiency rate in high frequency word recognition. This indicates that they are able to quickly recognize and read commonly used words, which enhances their reading fluency and comprehension.

**Success by Student Group:**

White students in SMUSD achieved a proficiency rate of 60% in iReady Reading. Although this is slightly below the overall average, it still indicates a significant level of proficiency.

Two or more races students achieved a higher proficiency rate of 79% in iReady Reading, indicating a stronger performance compared to the overall average.

SMUSD's 2022 iReady Math Diagnostic (local measure):

Overall Performance:

Students in SMUSD showed significant improvement in iReady Math proficiency from fall to spring, with an increase from 27% to 64%. This indicates substantial progress in math skills across the district over the course of the academic year.

Successes by Student Group:

White students demonstrated improvement in math proficiency, increasing from 26% in the fall to 63% in the spring. This indicates commendable growth in their math skills and suggests effective instructional strategies and support were provided to this student group. Students of two or more races also showed significant growth in proficiency, increasing from 38% in the fall to 75% in the spring. This indicates notable progress in math skills and highlights successful efforts to support their learning and improve their performance.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

An analysis of the 2022 Math CAASPP results for San Marcos Unified School District (SMUSD) along with the identification of student groups in need of support:

Overall Performance: All students in SMUSD performed 18.4 points below the standard in the Math CAASPP assessment. This indicates a need for improvement across the district as a whole.

Very Low Performance Groups:

Homeless students scored significantly below the standard, with a gap of 117.6 points. This group requires targeted support to address their educational needs. Students with Disabilities also performed significantly below the standard, with a gap of 101.3 points. Individualized strategies and accommodations should be provided to help these students succeed in math.

TWO OR MORE PERFORMANCE LEVELS BELOW ALL STUDENTS ON THE DASHBOARD:

Suspension Rate

- Foster Youth (Dashboard-Very High Suspension)
- Homeless (Dashboard-High Suspension)
- American Indian or Alaska Native (Dashboard-High Suspension)

Graduation Rate:

- English Learners (Dashboard-Medium)



- Homeless Youth (Dashboard-Medium)
- Students with Disabilities (Dashboard-Medium)

#### English Language Arts

- English Learners (Dashboard-Low)
- Homeless Youth (Dashboard-Low)
- Hispanic (Dashboard-Low)

#### Low Performance Groups:

African American students scored 41.6 points below the standard, indicating a need for focused attention and support to improve their math proficiency. American Indian students had a gap of 34 points below the standard, highlighting the need for targeted interventions to address their specific challenges in math. Emergent Bilingual students, who are English language learners, scored 76.6 points below the standard, indicating the need for additional language and math support tailored to their unique needs. Hispanic students had a gap of 61.1 points below the standard, suggesting the need for targeted interventions to support their math achievement. Socioeconomically Disadvantaged students performed 65.3 points below the standard, emphasizing the importance of providing additional resources and support to address the challenges faced by this group.

#### Identifying Needs:

Homeless students and Students with Disabilities require targeted interventions and individualized support to bridge the significant gap in math performance. African American, American Indian, Emergent Bilingual, Hispanic, and Socioeconomically Disadvantaged students all exhibited below-average performance and require focused attention to address their specific needs and challenges in math. SMUSD will continue to implement strategies such as differentiated instruction, additional resources, targeted interventions, and culturally responsive teaching approaches to support these student groups. We will continue to provide professional development for teachers in evidence-based practices to address the diverse needs of these groups. We expect that these contributions will continue to improve math proficiency and narrow the achievement gap within the district.

Based on SMUSD's 2022 iReady Reading assessment, the following analysis indicates the overall proficiency and specific areas of need:

#### Overall Performance:

All students in SMUSD achieved an overall proficiency rate of 61% in iReady Reading. This indicates that there is room for improvement in reading skills across the district.

#### Areas of Need:

Emergent Bilingual students demonstrated a proficiency rate of 29% in iReady Reading. This suggests that additional support is required to

improve their reading skills and language acquisition. Students with Disabilities achieved a proficiency rate of 31% in iReady Reading. This indicates a need for targeted interventions and individualized support to address their unique learning needs. Hispanic students achieved a proficiency rate of 45% in iReady Reading. While this is higher than the proficiency rates of Emergent Bilingual and Students with Disabilities, there is still a need to improve reading skills among them.

#### Identifying Needs:

There is a need to improve reading proficiency among all students in SMUSD, as the proficiency rate of 61% indicates that a significant portion of students are not performing at the expected level.

Emergent Bilingual students, Students with Disabilities, and Hispanic students have lower proficiency rates compared to the overall average, indicating a need for targeted support and interventions in reading instruction for these student groups.

To address these needs, SMUSD can consider the following strategies:

- Provide targeted interventions and additional support for Emergent Bilingual students, Students with Disabilities, and Hispanic students to address their specific reading challenges.
- Continue to implement research-based instructional strategies and interventions that are tailored to the needs of these student groups.
- Provide professional development opportunities for teachers to enhance their knowledge and skills in supporting diverse learners, including Emergent Bilingual students, Students with Disabilities, and Hispanic students.
- Foster a culturally responsive and inclusive learning environment that values the linguistic and cultural backgrounds of all students, promoting engagement and achievement in reading.
- By addressing the needs of these specific student groups and implementing targeted interventions and support, SMUSD will continue to improve reading proficiency rates and ensure equitable educational opportunities for all students.

During the 2022-2023 school year, SMUSD was identified as a district participating in the Differentiated Assistance program. The district qualified in the following areas:

Students with Disabilities (Math and Attendance), Homeless Youth (Math and Attendance), and Foster Youth (Suspension Rate and Attendance.)

In Mathematics, the data show overall that students with disabilities scored 30% below the district average on CAASPP, and Homeless Youth scored 32% below the district average. Additionally, the iReady Math data (mid-year) indicate our students with disabilities scored 20% below the district average.

While not a part of the Differentiated Assistance program, Emergent Bilingual students mirror the same disparity of achievement scores, approximately 30% on CAASPP and 20% on iReady diagnostic.

Further examination into the various subgroups highlighted a disparity in the amount of students receiving a D/F in secondary math classes. Approximately 30% of students w/ disabilities, 46% of Homeless youth, and 46% of EB students received a D or F on their report card in the first semester.

In the area of attendance the overall chronic absenteeism rate for students with disabilities was 36% and homeless youth 47%. A variety of factors go into a student's attendance at school. Various surveys were used as part of this indicator.

On our in house Panorama Survey 55% of secondary students and 30% of elementary students indicated they did not feel connected to school through a sense of belonging. Based on the California Healthy Kids Survey, almost identical numbers were found, 27% of elementary and 45% of secondary students indicated they did not have a caring adult at school they could go to. Foster youth make up a small percentage of the district as a whole, however their data show a 41% chronic absenteeism rate, while their Panorama and CHKS survey data mirror the district as a whole.

There is a high correlation between students who do not feel connected to school/have a sense of belonging, and have a high absenteeism rate as well as poor academic performance. The data suggest a high need in connecting students to safe school adults as well as the school community on the whole.

In the area of suspension data, 13% of Foster youth had at least one incidence of suspension during the 21-22 school year. When survey data is compared, it again shows that students do not feel connected to the school community and that approximately 25% of students have experienced bullying. During empathy interviews with some of the Foster Youth in the district various barriers to school were illuminated. They specifically indicated mobility as a strong factor that influences both behavior and attendance. Even though it is not part of the differentiated assistance program data for other subgroups was examined we found various patterns of behavior violations. For example during the 21-22 school year there were 2,930 students disciplined for truancy while mid-year of the 22-23 school year there were 2,499 incidents of discipline for truancy. Again, the data points to strong need for students to feel connected to the adults and school community in order for them to attend regularly, achieve academically, and exhibit appropriate behaviors.

Based on SMUSD's 2022 iReady Math assessment, the following is an analysis of the overall proficiency and identified needs:

#### Overall Performance:

The overall proficiency of all students in SMUSD in iReady Math is 64%. While this indicates a moderate level of proficiency, there is room for improvement to ensure a higher percentage of students reach proficiency.

#### Identified Needs:

Emergent Bilingual students showed a proficiency rate of 30% in iReady Math. This suggests a need for targeted support and instruction to address the specific needs of this student group in developing their math skills. Students with Disabilities demonstrated a proficiency rate of 34% in iReady Math. Additional interventions and tailored instructional approaches may be necessary to support the unique learning needs of students with disabilities in math. Hispanic students exhibited a proficiency rate of 47% in iReady Math. There is a need for focused attention and strategies to enhance math proficiency among this student population.

#### Addressing Needs:

Providing targeted interventions and differentiated instruction specifically designed for Emergent Bilingual students will continue to improve their math proficiency. This may include strategies to support language development and cultural relevance in math instruction. Implementing specialized instructional practices and accommodations for students with disabilities can help enhance their math skills. Individualized education plans (IEPs) and collaboration with special education professionals can support their progress in math. Offering targeted support programs, additional resources, and culturally responsive instruction for Hispanic students can contribute to improved math proficiency. Building strong connections between home and school will also foster a supportive learning environment.

#### Data Analysis:

It is crucial that we closely analyze the data and identify specific areas of weakness and patterns among our student groups with lower proficiency rates. This analysis will help inform targeted interventions and strategies tailored to the needs of these student populations.

#### Collaboration and Professional Development:

Collaboration among teachers, instructional coaches, and specialists will continue to facilitate the sharing of effective strategies and best practices to address the identified needs. Ongoing professional development focused on differentiated instruction, culturally responsive teaching, and strategies for supporting students with diverse learning needs will continue to enhance math instruction. By addressing the identified needs through targeted interventions, tailored instruction, and ongoing professional development, SMUSD will continue to math proficiency for all students, including Emergent Bilingual students, students with disabilities, and Hispanic students.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2021-2024 LCAP will encompass a three-year plan designed to actualize this district mission statement, resulting in improved outcomes for all students. The three core tenets that will drive this work are: high-quality, aligned instructional systems, high performance organization and management, and high-quality teachers and teaching. Key focal areas will emphasize that learning is the core business of our schools. San Marcos Unified educators and support staff will provide the most optimal conditions for all students to learn at very high levels; taking into account academic, social, and emotional variables. The shared expectation is that students will consistently make at least one year's growth each academic year, and that some students will need to make more than one year's growth in order to overcome academic challenges and mitigate learning loss. District and school leaders will hone skills and dispositions related to ethical decision-making to ensure equitable access to high-quality, rigorous instruction and inclusive, safe, and positive learning environments. San Marcos Unified leaders will provide additional resources, programs, and support for at-risk students, with the ultimate objective of getting all students to the point at which they are genuinely ready to be successful in the college and/or career of their choosing. Through these intentions and actions,

students will learn to connect their learning to the world around them, develop leadership, collaboration, and problem-solving skills, set high standards for themselves, and graduate as tolerant, inclusive, contributing members of society.

San Marcos Unified School District LCAP goals will address the following:

- 1) Supporting high-quality teachers in their implementation of a cohesive, aligned, equitable, and articulated standards-based instructional program, resulting in proficiency in California state standards, and, ultimately, college and career readiness for all students.
- 2) Designing and implementing systems and structures that provide universal, targeted, and intensive academic, behavior, social-emotional, and college and career readiness supports, to remove barriers to learning, eradicate achievement and opportunity gaps, and improve outcomes for all students.
- 3) Providing safe, welcoming, and inclusive school climates for all students and their families to enhance connectedness and engagement
- 4) Facilitating parent and family engagement through enhanced community involvement opportunities, increased, two-way communication, and meaningful partnerships with local organizations and educational partners to support student learning and build connections within and across all district schools.

In order to address the achievement and opportunity gaps for significant student groups, a continued focus of the 2023-2024 LCAP will be to develop high-quality instructional programs for English Learner and Multilingual students. The plan will emphasize daily integrated and designated English language development (ELD), in tandem with standards-based instruction and culturally responsive pedagogy. There will be a larger focus to train schools in GLAD strategies at the elementary level and integrating language acquisition strategies, including SDAIE, across school campuses. School teams will commit to engaging English Learner students, as well as their parents/guardians, in conversations around educational pathways, academic progress, grades, and attendance rates.

Learning recovery efforts and targeted support geared towards addressing the achievement gap for socioeconomically disadvantaged students, coupled with wrap-around support services to address mental health and student wellness needs, will also be a focus of the San Marcos Unified 2021-2024 LCAP. A district-wide professional development focus around equity training for school personnel, to better equip staff to address student belonging, particularly for LGBTQ+ students, and other marginalized groups. Additionally, all site teams will regularly collect and analyze classroom and school-level academic and social emotional data to identify and respond to academic and social-emotional needs.

The 2023-24 San Marcos Unified LCAP will prioritize the needs of foster and homeless youth, ensuring personalized support from designated site and district liaisons in order to facilitate coordination between community agencies, and to provide needed resources. District liaisons will also work directly with students and parents/guardians to develop individualized plans to ensure daily school attendance. The San Marcos Unified foster youth liaison will participate in Community Foster Team meetings, plan home visits, and encourage students to attend school. Homeless and foster youth will also receive additional counseling and mental health support from district social workers. The homeless and foster youth liaisons will also provide professional development to school teams, to establish and communicate shared policies and practices in working with these vulnerable student populations, including trauma-informed care, and a shift from exclusionary disciplinary practices to restorative justice and alternative learning centers to address student behavior. All homeless and foster youth at the secondary level will be granted access to a counselor to assist with attendance, positive reward systems, financial aid applications, and enrolling in

community college. Counselors will evaluate transcripts, review transportation, needs of dual/concurrent enrolled students, support students with post secondary needs, and assist with career center development and workshops.

The 2023-24 LCAP will continue to address improving the achievement of students with disabilities through ensuring all students from this group are provided with a full continuum of academic, behavioral, social-emotional, and college and career supports from highly qualified certificated and classified staff, designed specifically to provide targeted and intensive supports to individual students, based upon their unique identified needs. San Marcos Unified will commit to continuous improvement of co-teaching and inclusion models, ensuring students have access to the least restrictive environment to the maximum extent possible, with appropriate supports needed to succeed within the general education classroom setting. Certificated and classified staff will continue to receive relevant professional development, designed to elevate practices in working with students with disabilities, including instructional and behavioral strategies, in addition to specific curricular programs. The district and site-level special education teams, working collaboratively with the parent community and outside agencies, will continue to analyze and refine current practices to ensure students have access to a high-quality instructional program, aligned to their academic, behavior, social and emotional needs. The ultimate goal is to foster a sense of belonging and confidence, develop core competencies, and build independence for students with disabilities, to provide multiple pathways for success in the post-secondary realm.

The San Marcos Unified three-year plan emphasizes expanding and redefining secondary course offerings as a means of improving state academic and climate indicators. Student interest, motivation, course relevancy and connection to post-secondary life have the capacity to play a role in increasing student achievement. If student agency is developed through greater choice in course selection, the result may be an increase in engagement within the educational process. The goal will be to continue to design, adopt, develop and implement courses and instruction that are both cross curricular as well as relevant to a student's secondary life and prepares them for their post secondary life.

In order to obtain relevancy for students, it is not enough to develop and implement relevant courses in isolation. SMUSD must also co-create pathways and plans for post secondary life with students and families. The goal is that all students in SMUSD have the opportunity to engage in developing their own path through San Marcos Unified courses and opportunities. SMUSD has purchased Xello online platform and will be developing an implementation plan for elementary, middle, and high schools. In the 23-24 school year, all students in CTE courses will use the Xello platform. The platform will allow students to investigate and explore their interests in order to develop their individual student pathways and ultimately an 8 year plan for middle and high school students throughout their secondary careers and 2 years post secondary.

The San Marcos Unified three-year LCAP plan will address improving math performance indicators district-wide. Teachers and administrators will participate in professional learning to increase their content knowledge, as well as their mathematical pedagogy. Continued development and implementation of diagnostics and formative assessments will also take place in all grade/content levels. Administration at each level will build capacity as instructional leaders through participating in professional development to increase their content knowledge of Common Core Math Standards and Standards of Mathematical Practice, as well as how to provide effective feedback for teachers implementing new pedagogy.

Finally, the San Marcos Unified School District Plan will continue to emphasize school culture and climate; ensuring that all students feel physically and emotionally safe at school. Teachers will cultivate a positive classroom community, and, with the support of school social



workers and counselors, will embed social-emotional learning into daily instruction. Restorative and social justice activities will also be prevalent across school campuses, to promote inclusion and equity within the collective San Marcos Unified community. Moreover, our District will also continue to refine and expand upon our mental health and counseling services for SMUSD community members in need.

District plans for ensuring social and emotional wellness are part of a tiered structure of support; these include:

- 1) Implementation of embedded SEL and mental health awareness across campuses
- 2) Implementation of interventions that are trauma and resilience informed
- 3) Implementation of measures to identify students and families in need of mental health supports
- 4) Connection of students and families to needed supports and services as early as possible
- 5) Implementation of district and community services within school sites evidencing highest levels of need
- 6) Frequent check-ins with SMUSD staff, to ensure both physical and mental well-being.

District leaders, in partnership with key educational partners, will also ensure a system of accountability and evaluation regarding annual LCAP expenditures, and effectiveness of LCAP actions in meeting goals and producing positive outcomes for students. All school teams collaborate with parent Educational Partner groups to develop and implement annual School Plans for Student Achievement, which are directly aligned to LCAP goals and actions. Site principals also meet with the superintendent and designated cabinet members, as well as school-level Educational Partner groups to review goal progress and analyze student data. All school teams are provided professional development opportunities and site-specific, job-embedded coaching and support in order to develop competencies around conducting program evaluations. District-level teams also conduct data analysis and program evaluations to determine specific student outcomes as a result of planned actions; proposing adjustments, in collaboration with Educational Partner groups, in response to ongoing student needs.

## Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### ***Schools Identified***

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not Applicable

### ***Support for Identified Schools***

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

No schools currently in CSI.



**Monitoring and Evaluating Effectiveness**

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not Applicable

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The initial engagement of educational partners for the development of the three year LCAP (2021-2024) began in March of 2021. During this time, parents, teachers, other certificated staff members, classified staff, and administrators participated in several virtual outreach activities facilitated by the Hanover Research Group. These engagement activities included focus groups of like partners such as parents, certificated and classified staff, administrators, Parent Advisory Council (PAC), and the District English Learner Advisory Council (DELAC). In addition to these focus groups, all educational partners, including 6-12 grade students, were provided a LCAP survey. This survey was developed and analyzed by Hanover Research, and a comprehensive report was provided to district leadership. The results of the focus groups and survey, along with an analysis of the district's Comprehensive Needs Assessment, were considered when the three-year plan was developed. A draft of this LCAP was also shared with the district's advisory councils, as well as our Administrative leadership, and classified and certificated labor partners, as well as North County Consortium for Special Education (NCCSE) Special Education Local Plan Area (SELPA). Finally, a draft of the three year LCAP was presented for public comments at the May 2021 Governing Board meeting, and was posted on the district website for review and with a section for comments.

In the 2021-2022 school year, engagement of our educational partners began with a district-wide survey, created by Hanover Research Group. This survey was administered from January to April 2022 with the purpose of gathering perspectives from our students, parents, staff, and community members, including subgroups such as English learner parents, parents of students with disabilities (SWD), and guardians of students identified as Foster Youth. Specifically, perspectives of our educational partners were sought in the areas of: school climate; the degree to which the district successfully engages its parent community; educational partner perspectives of district services and programming; and, the extent to which the district is improving its services and programs for student subgroups. A total of 2,044 surveys were completed, including students, staff, and parents. Results of this survey were analyzed by Hanover Research, and a comprehensive report was completed with data on overall and subgroup responses. This report was disseminated to district leadership, and the results were analyzed to guide recommendations for changes and updates to the SMUSD LCAP. Additionally, educational partner engagement was also solicited in 2022-23 from subgroups through a series of virtual focus groups. Four focus groups were held, including high school students, parents, members of the District English Learner Advisory Committee (DELAC), and SMUSD Administrators. These focus groups were intended to provide a more in-depth understanding of trends and perceptions gleaned from the LCAP.

For 2022-23, San Marcos Unified School District undertook the engagement of our educational partners utilizing a variety of outreach tools and strategies aimed at soliciting feedback from a wide-range of individuals in our community. These included district-wide surveys such as the Hanover LCAP survey, Speak-Up student survey, and Panorama student perception survey. The district also engaged in a series of focus groups targeted at specialized groups of educational partners, including the Parent Advisory Committee (PAC), District English Learner Advisory Committee (DELAC), high school students, and school site administrators. Throughout this process, SMUSD purposefully sought diverse opinions and feedback from our educational partners, including emergent bilingual, special education, Special Education Local Plan Area, foster youth students and families and collective bargaining unit members. Upon completion of these outreach activities, a draft of the 2023-24 LCAP shall be presented at two separate SMUSD Governing Board in June of 2023. At the first meeting, a presentation shall be provided to the public on the 2023-24 LCAP draft, and a public hearing will be commenced to solicit additional public comments and

feedback. This draft will be posted on the SMUSD website, as well as a document to solicit feedback and suggestions. Comments related to this feedback shall be responded to in writing by district leadership on this same Google Form. At the second meeting in June, the SMUSD Governing Board will vote on the 2023-24 LCAP.

#### A summary of the feedback provided by specific educational partners.

The following summary encapsulates the feedback provided by various educational partners through surveys and focus groups in the 2022-23 school year:

##### LCAP SURVEY SUMMARY

The LCAP survey aimed to gather insights into the perceptions of the current school climate, parent engagement, district services and programming, improvement efforts for student groups, and support for social-emotional learning (SEL) competencies within the school community. The survey was administered online using the Qualtrics platform, and a total of 2,992 respondents were included in the analysis.

The survey sample consisted of stakeholders from the school community, including students, staff members, and parents. The respondents were categorized based on their role within the community and the school level they were affiliated with. The survey aimed to capture perspectives from those directly involved with the school district to ensure a comprehensive understanding of the community's perceptions.

The survey methodology demonstrated careful considerations to ensure reliable and meaningful results. Sample sizes varied across questions, and the analysis focused on respondents who expressed clear opinions, excluding "Don't Know or Not Applicable" responses. The reporting of results was simplified by combining similar response options to streamline the presentation without sacrificing key insights.

The survey findings provided several recommendations for improvement. Firstly, there was a need to allocate resources to address students' character and behavior development, as academic development seemed to be prioritized. Secondly, efforts should be made to enhance parent and staff engagement in decision-making processes. Newsletters were identified as a useful tool for providing information on involvement opportunities. Lastly, the survey highlighted the importance of improving student engagement, particularly as students progress to higher grade levels.

The survey also revealed findings related to expectations in schools, the learning environment, social climate, student support, English learners, special education, and parent involvement. These findings indicated areas of improvement, such as focusing on cleanliness in the learning environment, addressing declining perceptions of the social climate, enhancing teacher-student interactions and support, providing resources and support for English learners and special education students, and further promoting parental involvement in decision-making.

##### Parent Comment Summary:

The parent feedback survey comments reveal a variety of concerns. Many parents express the need for improved communication from the school and teachers, particularly for first-generation immigrants or those unfamiliar with American education. Parent respondents indicated

that they desire more detailed information and direct communication from teachers. Transparency regarding events and awards during school programs is also requested.

Safety of children at school is a significant concern for parents, especially in light of recent tragic events. They suggest implementing better security measures such as safety guards and a verification system for non-school employees entering the premises. Some parents also express worries about certain apps and technology usage in the classroom. Bullying, curriculum quality, the principal's leadership, support for high-achieving and special education students, and social-emotional learning are other areas of concern. There are also mentions of issues of parental consent, limited opportunities for students, and a lack of challenging curriculum.

#### Staff Comment Summary:

The staff survey feedback comments highlight various concerns and needs among teachers and students. Teachers express a desire to move away from traditional learning approaches and incorporate more creative, interdisciplinary, and project-based learning methods. They also emphasize the need for additional support staff, English learner support teachers, and education specialists focused on specific grade levels.

Teachers feel that deep learning becomes difficult when there is an overload of curriculum and add-ons. Building maintenance issues and the widening of the achievement gap are also mentioned. Teachers desire more decision-making power and express concerns about workload, class sizes, and the LCAP committee's effectiveness. Other concerns include outdated technology, insufficient resources, a lack of focus on social justice, and the impact of COVID-19 on learning. On the 2023 LCAP Hanover Survey, 76% of staff stated that the student relationships with adults in our schools is good or excellent, while only 56% of these staff felt that way regarding student social-emotional well-being. Regarding behavior, 47% in 2023 rated student behavior as good or excellent. Regarding safety, of the participants in the 2023 LCAP survey, 74% of staff stated that students feel safe at school, while 70% indicated that they (staff) feel safe at school.

#### Student Comment Summary:

The student survey comments cover various topics, with a primary focus on concerns about teaching quality and the learning experience. Bullying is a significant issue, and students express their opinions on their peers' behavior. School policies related to bullying and tardiness are also mentioned. Students desire practical life skills education, more mental health resources, a clean environment, LGBTQ+ inclusion, and addressing racism. Some students want more challenging classes and feel that the school emphasizes grades over genuine learning. They also emphasize the importance of a safe and inclusive environment where they can express themselves without fear of bullying or abuse.

Overall, the comments from parents, staff, and students highlight the importance of effective communication, safety and security, curriculum quality, support for students, mental health resources, inclusivity, and creating engaging learning experiences. These insights provide valuable feedback for addressing concerns and improving the educational environment.

#### LCAP FOCUS GROUPS:

The LCAP Focus Group conducted by Hanover Research involved six focus groups with a total of 23 participants, including students, parents, staff, and community members. The feedback received from the focus groups provided valuable insights and recommendations for the district's Local Control and Accountability Plan (LCAP).

One of the key recommendations was to expand social-emotional wellness services to include teachers and staff. While there were existing resources for students, participants felt that teachers and staff also needed support, considering their long workdays and intense workloads. Additionally, the feasibility of additional planning blocks or personal days after busy periods within the school year was suggested to promote rest, relaxation, and mindfulness.

Participants also recommended encouraging the use of the district's partnership with Care Solace to access mental health services. They emphasized the importance of promoting this resource within the community to ensure individuals could receive the necessary support. Improving parent participation in district decision-making processes was another area of focus. Personalized communication strategies, such as emails, phone calls, and text messages, were suggested to engage parents. Offering childcare during meetings or hosting them in kid-friendly locations like school libraries was recommended to accommodate parents with childcare needs.

The focus groups highlighted the need to increase the focus and communication on diversity, equity, and inclusion within the curriculum. Participants expressed a desire for a more comprehensive curriculum that includes learning about different cultures and backgrounds. They also stressed the importance of understanding and appreciating differences to address instances of discrimination and mitigate certain perceptions.

Benchmarking individual school needs to identify disparities and allocate resources accordingly was emphasized by the participants. They noted the perceived inequities, particularly regarding access to full-time counselors and social workers. Many schools relied on their own budgets to fill these gaps not covered by LCAP funding, highlighting the need for more equitable distribution of resources.

The feedback also highlighted several positive strategies implemented by the district. The progress made in providing social-emotional support for students was acknowledged, contributing to a safe and welcoming learning environment. Participants appreciated LCAP initiatives that supported high-quality teachers, including professional learning opportunities. Small class sizes, when possible, were highly valued, and instructional assistants were recognized for their support. Efforts to foster a welcoming learning environment, such as clean facilities, personalized greetings, and on-campus events, were well-received. The "Portrait of a Graduate" program was praised for preparing students for post-secondary success through internship experiences and skill-building opportunities.

However, there were areas that required more attention. Improved communication with families, especially members of DELAC, was identified as a need to ensure their perspectives are reflected in decision-making processes. Participants also emphasized the need for social-emotional wellness support for teachers and staff, given their long workdays and intense workloads. The availability of full-time counselors and social workers in every school was deemed necessary but limited due to budget constraints. Encouraging parent participation in school-sponsored events proved challenging, and participants suggested additional strategies like offering childcare or incentives. Awareness and understanding of LCAP initiatives were limited among participants, highlighting the need for improved communication and clarity.

Students expressed a desire for activities that promote collaboration and peer learning, particularly after the limitations imposed by COVID-19. Student safety concerns, including bullying incidents, were raised, emphasizing the need for comprehensive safety plans and education in schools.

To further support the district, participants stressed the importance of individualizing plans for schools based on their unique needs to address disparities in resources and support between sites. In-person meetings were considered more productive than virtual gatherings, with participants noting a disconnect between schools and district decision-making during online meetings. Increasing focus on educational equity and providing diverse and rigorous opportunities for students were seen as important areas for improvement.

#### Panorama Survey 3-5 Grade

The student survey results provide insights into various aspects of students' emotional well-being and support systems. In terms of challenging emotions, 55% of students reported experiencing them less frequently, indicating that a significant portion of the student population feels relatively resilient and capable of managing difficult emotions.

Regarding positive emotions, 57% of students reported feeling them, suggesting that a majority of students experience positive emotional states regularly, which can contribute to their overall well-being and satisfaction.

When it comes to feeling valued as members of the school community, only 42% of students expressed a sense of being valued. This finding suggests that a substantial number of students may not feel fully recognized and appreciated within the school environment, potentially impacting their motivation and engagement.

On a positive note, the survey indicates that the majority of students (83%) feel supported through their relationships with friends, family, and adults at school. This finding highlights the importance of social connections and support systems in students' lives, as well as the potential impact of these relationships on their emotional well-being.

Furthermore, the results indicate that a significant proportion of students have reliable sources of support outside of school, with 92% reporting having a family member or other adult they can count on, and 89% having a friend from school they can rely on, "no matter what." These supportive relationships can provide students with a sense of security and reinforce their emotional resilience.

When it comes to being their authentic selves, a notable percentage of students feel comfortable with the adults at school, with 64% reporting having a teacher or other adult with whom they can be completely themselves. Additionally, a significant majority (89%) reported having a family member or other adult outside of school they can be themselves around. The high percentages suggest that many students have at least one supportive adult in their lives who accepts them for who they are.

Lastly, a large majority of students (92%) reported having a friend from school who they can be completely themselves around. This finding indicates the presence of strong friendships within the school community, which can contribute to students' sense of belonging, emotional well-being, and overall positive social experiences.

Overall, the survey results highlight both areas of strength and areas for improvement in students' emotional well-being and support systems. While a significant proportion of students feel supported and have reliable sources of help and understanding, there is a need to enhance the sense of being valued as members of the school community. Additionally, efforts can be made to further foster a supportive and inclusive environment within the school to ensure that all students feel accepted and appreciated.

#### Panorama Survey 6-8 Grade:

The student survey results provide insights into various aspects of students' emotional well-being and support systems. In terms of challenging emotions, 55% of students reported experiencing them less frequently, indicating that a significant portion of the student population feels relatively resilient and capable of managing difficult emotions.

Regarding positive emotions, 57% of students reported feeling them, suggesting that a majority of students experience positive emotional states regularly, which can contribute to their overall well-being and satisfaction.

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Overall, the survey results highlight both areas of strength and areas for improvement in students' emotional well-being and support systems. While a significant proportion of students feel supported and have reliable sources of help and understanding, there is a need to enhance the sense of being valued as members of the school community. Additionally, efforts can be made to further foster a supportive and inclusive environment within the school to ensure that all students feel accepted and appreciated.

#### Speak Up Survey-Students 6-8:

The student survey results indicate that using technology as part of their learning experiences offers a wide range of benefits. A significant portion of students, 45%, recognize that technology enables them to apply what they have learned to practical problems, bridging the gap



between theory and real-life situations. Additionally, 54% of students appreciate the opportunity to collaborate more effectively with their peers, suggesting that technology enhances teamwork and the exchange of ideas. Furthermore, 47% of students value the increased communication with their teachers facilitated by technology, which provides them with greater support and guidance.

The survey also highlights the impact of technology on students' skills and attitudes. A majority of students, 55%, believe that technology helps them develop creativity skills, suggesting that digital tools and resources enable them to explore innovative approaches to learning and problem-solving. Similarly, 48% of students recognize that technology supports the development of critical thinking and problem-solving skills, offering interactive and challenging learning opportunities.

Moreover, technology contributes to students' enjoyment of learning, as expressed by 48% of respondents. The engaging and interactive nature of technology enhances students' enthusiasm and motivation. In line with this, 53% of students believe that technology leads to better grades and test scores, possibly due to the additional resources, personalized learning opportunities, and feedback mechanisms available through technology. Technology empowers students to take control of their learning, according to 48% of respondents. The flexibility and autonomy provided by technology allow students to tailor their learning experiences to their individual needs and preferences. Furthermore, 58% of students appreciate the ability to learn at their own pace, highlighting the benefits of personalized learning facilitated by technology.

The survey also indicates that technology aligns with students' learning styles, as reported by 45% of respondents. By offering diverse learning modalities and resources, technology caters to different preferences and enhances the effectiveness of the learning process. Additionally, 39% of students express increased engagement and interest in their learning when using technology, suggesting that interactive and multimedia-rich experiences foster curiosity and captivate students' attention.

Furthermore, technology promotes student responsibility for their own learning, as stated by 43% of respondents. It encourages self-directed learning and the development of independent learning skills. Moreover, 47% of students believe that technology improves their understanding of the subjects they are learning, indicating that the availability of additional resources, multimedia content, and interactive tools enhances comprehension and retention.

Lastly, although only 8% of students claim not to see any benefits of using technology in their learning, it is important to recognize that individual preferences and experiences can vary. While the majority of students find value in technology, it is crucial to address the concerns and needs of those who may not perceive the benefits.

Overall, the student survey responses demonstrate that technology integration in learning experiences brings numerous advantages, including practical application of knowledge, collaboration, communication, skill development, enjoyment, academic achievement, autonomy, personalization, engagement, and improved understanding.

#### Recommendations:

1. Allocate resources to address students' character and behavior development, prioritizing it alongside academic development.
2. Improve student engagement and teacher-student interactions, particularly as students transition to higher grade levels.
3. To address parents' concerns about child safety, consider security measures, such as safety guards, a verification system for non-school employees entering the premises, and enhanced student safety and education plans to address bullying on campuses.
4. Provide resources and support for English learners and special education students.

5. Incorporate more creative, interdisciplinary, and project-based learning methods.
6. Increase awareness and understanding of LCAP initiatives through improved communication and clarity.
7. Improve technology infrastructure and resources.
8. Increase access to full-time counselors and social workers
9. Increase focus on diversity, equity, inclusion, and social justice within the curriculum.
10. Provide social-emotional wellness support for teachers and staff.
11. Provide mental health resources, and support for LGBTQ+ inclusion and to address issues of racism.
12. Balance academic focus with social-emotional learning and the development of genuine learning experiences.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The recommendations included from SMUSD's educational partners is addressed in the LCAP in the following ways:

#1 To address student character and behavior development, the SMUSD LCAP outlines several key actions to be taken. The first action involves providing professional development opportunities for staff members in Trauma-Informed Care (TIC). The second action aims to address the issue of bullying by implementing a comprehensive Bullying Prevention and Education program. This initiative will promote a safe and inclusive school environment for all students. The LCAP also emphasizes the importance of inclusive education by continuing to provide opportunities for students with disabilities to be included in general education classrooms as much as possible. This ensures that these students receive the necessary support and access to educational opportunities alongside their peers. To improve academic outcomes, the LCAP focuses on the implementation of Standards-Based Instruction across all core subject areas for students from transitional kindergarten through grade 12. This approach utilizes a Guaranteed and Viable Curriculum, ensuring consistent and high-quality instruction throughout the district. Additionally, the LCAP highlights the adoption and implementation of Next Generation Science Standards (NGSS)-aligned science curriculum across all grade levels. This step ensures that students receive a modern and relevant science education. The LCAP recognizes the importance of social-emotional learning (SEL) and student well-being by maintaining school social workers at all district schools. These professionals provide support in areas such as social-emotional learning, positive behavior interventions, anti-bullying efforts, and restorative justice practices. In line with the focus on SEL, the LCAP aims to develop and implement a district-wide SEL Framework. This framework will provide a cohesive and consistent approach to promoting social-emotional skills and well-being across all schools. Lastly, the LCAP emphasizes the continued funding of site-specific actions, supplemental personnel, and programs based on the goals outlined in the School Plan for Student Achievement (SPSA) and the LCAP. This ongoing financial support enables the implementation of targeted initiatives and the allocation of necessary resources to improve student outcomes. By implementing these actions, the district aims to create a supportive and inclusive learning environment that addresses the diverse needs of its students, promotes academic success, and prioritizes their social-emotional well-being.

#2 The LCAP outlines several actions aimed at improving student attendance, engagement, and academic support. To address attendance concerns, the district plans to develop and implement student-specific attendance outreach plans. These plans will identify students who are at risk of chronic absenteeism and provide targeted interventions to encourage regular attendance. In order to enhance student engagement,

the LCAP emphasizes the importance of focusing on higher grade levels. The district aims to implement strategies and programs that specifically target and support students as they progress through their educational journey, ensuring their continued engagement and motivation. Recognizing the unique needs of English Learner (EL) students, the LCAP proposes the establishment of summer learning academies. These academies will provide additional support and specialized instruction to EL students during the summer break, helping them improve their language skills and academic performance. For high school students who need to recover credits, the LCAP includes a virtual credit recovery summer program. This program offers an opportunity for students to make up credits they may have missed during the regular school year, allowing them to stay on track for graduation. Through these actions, the district aims to address attendance challenges, increase student engagement, and provide targeted support to specific student populations. By offering summer learning opportunities and credit recovery programs, the district seeks to ensure that all students have the necessary resources and support to succeed academically.

#3 The LCAP prioritizes student safety and addresses concerns raised by parents regarding child safety. To ensure the security of all San Marcos Unified Schools, the district implements security check-in protocols for campus visitors. This is a standardized process that ensures all visitors are properly vetted and authorized to be on school premises, with an aim to provide an extra layer of protection for our students. To address bullying incidents and create a safe environment for students, the LCAP identifies actions such as awareness campaigns, training programs, and effective reporting systems, to prevent and respond to incidents of bullying. Recognizing the importance of supporting students with diverse gender identities, the LCAP includes plans to provide staff and identified students/families with gender identity support planning. This ensures that these students receive the necessary support and resources to navigate their educational journey in a safe and inclusive manner. In addition, the LCAP highlights consultation and on-call intervention support for LGBTQ students to district staff. This support aims to assist staff members in effectively addressing the unique needs and challenges faced by LGBTQ students, fostering an inclusive and supportive school environment. Through these actions, the district demonstrates a commitment to student safety and well-being. By implementing security protocols, enhancing safety measures, addressing bullying incidents, and providing support for students with diverse gender identities and LGBTQ students, the LCAP aims to create an environment where all students can thrive academically and feel secure.

#4 There are several areas in which the SMUSD LCAP addresses the unique needs of English learners and students with disabilities (SWD). For example, the district aims to offer targeted assistance to English learners, including specialized instructional materials, language acquisition programs, and additional support services to help them succeed academically. In line with promoting inclusive education, the LCAP emphasizes the continuation of inclusion opportunities for students with disabilities within the general education classroom to the greatest extent possible. This approach ensures that students with disabilities have access to the same educational opportunities as their peers while receiving the necessary accommodations and support. To further support English learners, the LCAP highlights the employment of a district English Learner Coordinator/Assistant Principal on Special Assignment and an English Learner Resource Team. These positions and resources are dedicated to providing expertise, guidance, and support to teachers, administrators, and staff in effectively meeting the needs of English learners throughout the district. Through these actions, the district aims to create an inclusive and supportive learning environment for English learners and special education students. By providing the necessary resources, maintaining inclusive practices, and employing dedicated personnel, the LCAP seeks to ensure that all students have equal access to educational opportunities and receive the support they need to succeed.

#5 The San Marcos Unified School District LCAP addresses the need to incorporate creative, interdisciplinary, and project-based learning methods through the implementation of standards-based instruction and by ensuring a guaranteed and viable curriculum in core subjects. To monitor student progress and inform instruction, the district has adopted the use of iReady diagnostic assessments in reading and math. This data helps teachers tailor their teaching methods, including creative and project-based learning strategies. In science education, the district has adopted an NGSS-aligned curriculum. This ensures that science instruction incorporates hands-on, inquiry-based approaches, promoting interdisciplinary learning. Additionally, to support English Learners, the district provides professional development and coaching for teachers, with training focused on implementing best practices in interdisciplinary instruction and project-based learning specifically designed for English Learners. Teachers receive professional development in learning acceleration strategies to help students performing below grade level. These strategies can be applied in creative and project-based learning environments. Finally, teachers receive professional learning opportunities in the Essential Elements of Instruction and How People Learn. These programs provide strategies and knowledge to enhance interdisciplinary and project-based instruction. The district LCAP also addresses the need for standards-based interim/benchmark assessments for ELA and math. These assessments monitor student progress and provide valuable information for incorporating creative and project-based learning methods. Formative assessment is utilized district-wide to inform instruction and can be integrated into interdisciplinary and project-based learning approaches. To attract students to career and technical education pathways, the district conducts educational outreach and recruitment initiatives. These pathways often involve interdisciplinary and project-based learning. Equity and culturally responsive teaching practices are emphasized through site-based professional development. This ensures that interdisciplinary and project-based learning environments are inclusive and culturally responsive. Supplemental digital curriculum is also available to support core instruction, offering additional resources and tools for interdisciplinary and project-based learning. The district expands secondary cross-curricular course offerings, promoting interdisciplinary learning opportunities that foster creativity and project-based work. To provide more flexibility in instructional models, the district expands independent study program options, accommodating interdisciplinary and project-based learning. Secondary math curriculum aligned to the California Math Framework is adopted, providing a foundation for integrating math into interdisciplinary and project-based learning. Finally, the SMUSD LCAP calls for English Learners to receive high-quality designated English Language Development instruction on a daily basis, enabling their full participation in interdisciplinary and project-based learning.

#6 To address the need for awareness related to the LCAP and district initiatives, SMUSD shall implement a range of initiatives to enhance parent and community involvement, improve communication, and support student success. These actions include the appointment of a dedicated District Parent/Homeless Youth Liaison who works closely with families of homeless youth to develop individualized attendance plans and provide necessary support. Translation and interpretation services are offered to facilitate communication between non-English speaking parents/guardians and school staff, ensuring their active participation and access to important information. Teachers and principals receive specific professional development focused on equity and cultural proficiency within Professional Learning Communities (PLCs), enabling them to create inclusive and supportive learning environments. The district shall continue to emphasize the need for enhanced parent and family engagement by providing increased community involvement opportunities, establishing two-way communication channels, and forming meaningful partnerships with local organizations and stakeholders. Regular parent workshops are organized based on areas of interest, offering valuable information and resources to support parents as partners in their child's education. Additionally, all schools shall hold monthly School Site Council and English Learner Advisory Committee (ELAC) meetings, allowing parents and stakeholders to contribute to decision-making processes and provide input on important matters. Additionally, monthly meetings shall be held with the District English Learner Advisory Committee (DELAC) and the District Parent Advisory Committee (PAC) to serve as platforms for collaboration, feedback, and the exchange of ideas between district administrators and parents. To further support parent engagement, Title One identified schools

shall be allocated funding to support parent outreach and develop tailored on-site engagement opportunities. Non-Title I schools have the opportunity to utilize site and LCAP funding to hold parent and family engagement activities.

#7 To improve technology infrastructure and resources, SMUSD has developed a set of actions included in the 2023-24 LCAP. These include providing supplemental digital curriculum to support core instruction, and professional development for teachers in evidence-based strategies for learning acceleration. The LCAP also includes action to increase enrollment in Career Technical Education (CTE) pathways through targeted educational outreach and recruitment initiatives for secondary students. Additionally, formative assessment is addressed in the LCAP to focus the district efforts in monitoring student progress and also to guide instruction. Specifically, the SMUSD LCAP addresses the use of iReady diagnostic assessment three times per year to monitor student progress in reading and math.

#8 To address the need for access to full-counselors and social workers, SMUSD has committed both state and emergency federal funds for the 2023-24 school year in this area. Specifically, all elementary schools for the 2023-24 school year shall receive a full-time counselor, while the secondary schools shall receive both counselor(s) and a social worker. For 2023-24, these full-time employees shall be paid through District, not site funds. Schools shall have the option to use site funds to hire additional counselors and/or social workers, if the need arises, and the expenditure has been included in one of the site's School Plan for Student Achievement goals.

#9 The SMUSD outlines various actions to increase diversity, equity, and inclusion within the school district. These actions include the development of a district-wide curriculum that incorporates diverse perspectives, cultures, and experiences. For example, supplemental digital curriculum is provided to support core instruction, emphasizing diverse perspectives and experiences. Professional development is also offered to instructional staff, focusing on evidence-based strategies to accelerate learning for students below grade level, with an emphasis on addressing equity gaps. To increase enrollment in Career Technical Education (CTE) pathways, targeted outreach and recruitment initiatives are developed for secondary students from diverse backgrounds. Site-based professional development provided to teachers, focusing on equity and culturally responsive teaching practices. Teachers receive professional learning in the Essential Elements of Instruction (EEI) and How People Learn, incorporating strategies that promote diversity and culturally responsive instruction. Cross-curricular course offerings are expanded at the secondary level, encompassing topics related to diversity, equity, and inclusion. SMUSD Human Resources ensures appropriate teacher credentials include training in cultural competence and inclusive teaching practices. Staff receive professional development in Trauma-Informed Care (TIC) to support the emotional well-being of students from diverse backgrounds, and also training for staff in gender identity support planning and LGBTQ 101/Engaging LGBTQ Students at School. Moreover, SMUSD has a district-wide Social-Emotional Learning (SEL) Framework that incorporates elements of diversity, equity, and inclusion. The SMUSD LCAP also provides actions to address professional development in Positive Behavioral Interventions and Supports (PBIS) and restorative justice. A leadership pathway is also addressed in the LCAP to support culturally diverse staff being represented in leadership roles. Inclusion opportunities for students with disabilities within the general education classroom are prioritized, ensuring equitable access and support. Communication with parents/guardians whose primary language is not English is strengthened through translation/interpretation services. Workshops are also offered to parents based on their interests, including sessions promoting diversity, equity, and inclusion, enabling parents to foster inclusivity at home. At Title I schools, parent engagement and two-way communication are bolstered through the LCAP goals and site SPSAs. These activities and engagement opportunities are meant to engage parents and families from diverse backgrounds in decision-making processes.



#10 To promote social-emotional wellness support for teachers and staff, the SMUSD LCAP provides a variety of professional development opportunities, support, and resources to enhance various aspects of education within the district. These trainings include job-embedded professional development, Essential Elements of Instruction (EEI) for new teachers and administrators, clinical supervision training, and the National Institute for School Leadership (NISL) Executive Development Program (EDP) for new administrators. The focus of these training sessions is to equip teachers and staff with the necessary skills and knowledge to be effective in their positions to diminish employee turnover. Additionally, SMUSD has also begun offering Care Solace, a on-demand mental health support program, for all employees in the district.

#11 Several LCAP actions focus on several key areas of improvement within the educational system. First, there is an emphasis on equity and culturally responsive teaching practices through site-based, job-embedded professional development. This aims to ensure that teachers are equipped with the necessary skills and knowledge to create inclusive and equitable classrooms. The development and implementation of a district-wide Social-Emotional Learning (SEL) Framework is another important action. This framework aims to support students' emotional well-being, positive behavior, and social skills development. The employment of school social workers at all district schools is a significant step towards supporting social-emotional learning, positive behavior, anti-bullying efforts, and restorative justice practices. This ensures that students have access to the necessary support systems within the school environment. Professional development in Positive Behavioral Interventions and Supports (PBIS), restorative justice, trauma-informed care, and gender identity support planning further enhances the ability of staff to create a safe and inclusive learning environment. This includes providing consultation and intervention support for LGBTQ students and fostering understanding and support for students of diverse gender identities. Bullying prevention and education, along with strengthened communication with parents/guardians from non-English speaking backgrounds, also helps create a safe and inclusive environment for all students. Additionally, developing student-specific attendance outreach plans and fostering parent engagement within Title One schools is another way the SMUSD LCAP supports student success and involvement for all. Finally, SMUSD's LCAP contributes to developing a collaborative and supportive educational environment for all students, including LGBTQ+ and other marginalized groups, by expanding community partnerships, providing resources for parents/guardians of specific student groups, and promoting parental participation in programs for individuals with exceptionalities.

#12 The SMUSD LCAP supports a balanced educational approach between academics, social-emotional learning and genuine learning experiences through focusing on district-wide professional development support, job-embedded coaching in English Learner (EL) instruction, providing digital supplemental curriculum, and other activities incorporating evidence-based practices. Equity and culturally responsive teaching practices are prioritized throughout the LCAP. This empowers educators to create inclusive learning environments that honor students' diverse backgrounds and experiences. Additionally, the LCAP prioritizes expanding secondary cross-curricular offerings and independent study program options to provide students with a broader range of educational opportunities and instructional models, catering to different learning preferences. Moreover, to promote career readiness, specific outreach and recruitment initiatives are being developed in the LCAP to increase enrollment in Career Technical Education (CTE) pathways for secondary students. Finally, the LCAP provides actions to strengthen communication with parents/guardians, including those with different primary languages. Ongoing workshops, parent engagement initiatives, and regular community updates foster collaboration between schools and families, are also included in the LCAP actions.





# Goals and Actions

## Goal

Goal #	Description
1	Support high-quality teachers in their implementation of a cohesive, aligned, equitable, and articulated standards-based instructional program, resulting in proficiency in California state standards, and, ultimately, college and career readiness for all students.

An explanation of why the LEA has developed this goal.

Goal 1, addressing the LCFF State Priority Areas of appropriate teacher assignment; sufficient instructional materials (Priority 1), implementation of academic content and performance standards adopted by the state board (Priority 2), pupil achievement (Priority 4), student outcomes (Priority 8) and course access (priority 7) was developed to build a district learning culture specifically designed to get desired results: academic proficiency and college and career readiness for all students. Regardless of specific site, teacher, or grade level, every student attending San Marcos Unified schools will have access to a rigorous, standards-based education, encompassing guaranteed and viable curriculum, articulated learning targets, differentiated and responsive evidence-based instruction, and meaningful feedback based on formative and summative assessments. Such equal and open access is inclusive of all student groups, including foster youth, English learners, students from low-income households, and students with disabilities. The San Marcos Unified School District provides open access to all core, elective, Advanced Placement (AP) and Career Technical Education (CTE) courses. To support students with exceptional needs, SMUSD provides co-taught courses in our core classes, in conjunction with the students' individual education plans (IEP). Moreover, we provide designated English language development course for our students designated as English learners in core classes.

The most recent California Dashboard reports indicate 67% of students tested via the CAASPP are proficient in English Language Arts, 52% of students were proficient in math, and 56.4% of students met state college and career readiness criteria. Specific significant student groups evidenced an achievement gap in these areas (based on the 2019 California Dashboard reports), with English Learner students scoring in the "orange" range in ELA (19% proficient), math (17% proficient), and college and career readiness (15% of students were considered "prepared" for college and career). English learners, based on 2019 CAASPP data performed 67 points below standard in English Language Arts, as compared to 3 points above standard for Reclassified Fluent English Proficient students, and 57.2 points above standard for English-only students. Students from the Hispanic/Latinx and African-American student groups also evidenced performance gaps in when compared to other race and ethnic groups, with 41.2% of Hispanic/Latinx students and 39.6% of African-American students considered "prepared" for college and career based on state metrics. Performance within this group, based on California Dashboard indicators, did improve in core academic areas between 2018 and 2019, yet a gap persists. Students with disabilities made gains of 18.5 points, progressing from "orange" level to "yellow level;" moving to 62.1 points below standard (22% proficient) in ELA. Students with disabilities also made gains of 16.8 points in CAASPP mathematics performance in 2019; yet remained in the "orange"/low performance band, with 16% of students proficient. In the area of college and career readiness, a significant gap in performance continues for students with disabilities, with a "prepared" rate of 16.2%, based on 2019 California Dashboard reports. Homeless youth also performed at lower levels than peers, scoring in the the orange indicator range in the areas of ELA (21.7 points below standard), math (76.2 points below standard) and college and career readiness;

wherein 24.4% of students were considered "prepared." Additionally students from socioeconomically disadvantaged homes evidenced an achievement gap in core academic areas, based on 2019 CAASPP data, with 50% of students scoring in the proficient range in ELA, 33% scoring in the proficient range in math, and 38% of students from this group considered "prepared" for college and career, based on California Dashboard metrics.

These performance gaps were supported by local data collected within the 2020-2021 School Year, including iReady ELA and math data, as well as secondary student grades. This goal ensures a cohesive focus on quality of instruction and instructional materials, combined with supplemental programs and multiple pathways to reach the end results of proficiency in standards and college and career readiness for every student in San Marcos. The district is committed to addressing disparities in outcomes for specific racial and ethnic groups, ensuring that students from historically marginalized populations are provided with supports and strategies to foster high achievement and ensure student choices for a myriad of post-secondary opportunities. Areas for focus in this realm, as indicated by student and parent LCAP survey respondents, indicate a need to prepare students for college and career readiness (56% "agree" that schools are preparing students for college and career currently).

Collective and individual school plans to address learning acceleration and to mitigate learning loss resulting from the COVID-19 pandemic, will be clearly articulated, targeted, evidence-based, and focused on measurable student outcomes. Understanding that teachers must be provided with meaningful, relevant, and ongoing job-embedded professional learning opportunities specifically addressing best practices for accelerated learning and differentiated teaching strategies for at-promise students, integration of high quality integrated and designated English Language Development, and culturally responsive pedagogy to foster equitable learning outcomes, San Marcos Unified will weave in professional development, emphasizing equity work inclusive of building district and site action plans, to support this important student achievement goal. The work of researcher John Hattie indicates that the factor with the greatest influence on student performance is collective teacher efficacy. San Marcos Unified teams will devote the next three years to professional learning and PLC work around developing assets-based mindsets to convey to our students that all members of our community believe they are all capable of achieving at high levels, and will ensure a culture of high expectations within every district school. Based on the results of the 2020-2021 annual Speak Up Survey, 91% of high school students and 83% of middle school students responded that "doing well in school is important to [them]." The San Marcos Unified team will work to ensure that this priority is shared and supported by all.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
M-1.1) Grades 3-8 and 11 Progress Indicator in CAASPP ELA	Green: 67% Proficient (Status: 36.4 points above standard. +7.2 points) based on 2019 CAASPP ELA	2019 Status: 67% Proficient	2021-22 Status: 60.35% Proficient (-6.5)		Blue: 85% Proficient

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
M-1.2) CA. Dashboard English Learner Progress Indicator	51.3% making progress towards English language proficiency (medium level) based on 2019 ELPAC/Dashboard indicators	2020-21 Status: Summative ELPAC performance level: 19% Well Developed, 42% Moderately Developed, 28% Somewhat Developed and 11% Minimally Developed.	2021-2022 Status: 52.3% of EL Students are making progress towards English Language Proficiency based on the CDE Dashboard.		Very High Progress Level: 80% making progress towards English language proficiency
M-1.3) English Learner student group Grades 3-8 and 11 Progress Indicator in CAASPP ELA	Status: 32.2 points below standard (maintained-1.3 points) based on 2019 CAASPP ELA	2019 Status: 32.2 points below standard (maintained-1.3 points) based on 2019 CAASPP ELA	2021-2022 Status: 18.41% Met of Exceed Standard		Status: At Standard
M-1.4) Homeless student group Grades 3-8 and 11 Progress Indicator in CAASPP ELA	Status: 21.7 points below standard (maintained,-1.2 points) based on 2019 CAASPP ELA	2019 Status:21.7 points below standard (maintained,-1.2 points)	2021-22: 30.84% Met of Exceed Standard		Status: At Standard
M-1.5) Students with Disabilities Student Group Grades 3-8 and 11 Progress Indicator in CAASPP ELA	Status: 62.1 points below standard (+ 18.5 points) based on 2019 CAASPP ELA	2019 Status: 62.1 points below standard (+ 18.5 points)	2021-22 Status: 19.70% Met of Exceed Standard		Status: Improvement of 50 points: 12.1 points below standard
M-1.6) Grades 3-8 and 11 Progress Indicator in CAASPP Math	Green: 52% Proficient (Status: 1.5 points below standard, +4.9 points based on 2019	2019 Status: Green: 52% Proficient (Status: 1.5 points below standard, +4.9	2021-22: 46.56% Met of Exceed Standard		Blue: 75% Proficient

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	CAASPP Mathematics)	points)			
M-1.7) English Learner student group Grades 3-8 and 11 Progress Indicator in CAASPP Math	Status: 64.5 points below standard (maintained, -1.3 points) based on 2019 CAASPP Mathematics	2019 Status: 64.5 points below standard (maintained, -1.3 points)	2021-22 Status: 14.89% Met of Exceed Standard		Status: Improvement of 50 points: 14.5 points below standard
M-1.8) Homeless student group Grades 3-8 and 11 Progress Indicator in CAASPP Math	Status: 76.2 points below standard (-3.1 points) based on 2019 CAASPP Mathematics	2019 Status: 76.2 points below standard (-3.1 points)	2021-22 Status: 14.89% Met of Exceed Standard		Status: Improvement of 50 points: 26.2 points below standard
M-1.9) Students with Disabilities Student Group Grades 3-8 and 11 Progress Indicator in CAASPP Math	Status: 100.4 points below standard (+16.8 points) based on 2019 CAASPP Mathematics	2019 Status: 100.4 points below standard (+16.8 points)	2021-22 Status: 17.63% Met of Exceed Standard		Status: Improvement of 50 points: 50.4 points below standard
M-1.10) Students from Socioeconomically Disadvantaged Households Student Group Grades 3-8 and 11 Progress Indicator in CAASPP Math	Status: 46.5 points below standard (+5.3 points) based on 2019 CAASPP Mathematics	2019 Status: 46.5 points below standard (+5.3 points)	2021-22 Status: 17.63% Met of Exceed Standard		Status: Improvement of 50 points: 3.5 points above standard
M-1.11) Students from Hispanic/Latinx Student Group	Status: 44.4 points below standard (+7 points)	2019 Status: 44.4 points below standard (+7 points)	2021-22 Status: 30.00% Met of Exceed Standard		Status: Improvement of 50 points: 5.6 points above standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Grades 3-8 and 11 Progress Indicator in CAASPP Math	points) based on 2019 CAASPP Mathematics				
M-1.12) Students from African American Student Group Grades 3-8 and 11 Progress Indicator in CAASPP Math	Status: 24 points below standard (+18.2 points) based on 2019 CAASPP Mathematics	2019 Status: 24 points below standard (+18.2 points)	2021-22 Status: 38.39% Met of Exceed Standard		Status: Improvement of 50 points: 26 points above standard
M-1.13) Students from Socioeconomically Disadvantaged Households Student Group Grades 3-8 and 11 Progress Indicator in CAASPP ELA	Status: 4 points below standard (+9.5 points) based on 2019 CAASPP ELA	2019 Status: 4 points below standard (+9.5 points)	2021-22 Status: 38.39% Met of Exceed Standard		Status: Improvement of 50 points: 46 points above standard
M-1.14) Students from Hispanic/Latinx Student Group Grades 3-8 and 11 Progress Indicator in CAASPP ELA	Status: 1.6 points below standard (+11 points) based on 2019 CAASPP ELA	2019 Status: 1.6 points below standard (+11 points)	2021-22 Status: 44.65% Met of Exceed Standard		Status: Improvement of 50 points: 39 points above standard
M-1.15) Percentage of Total Students "Prepared" based on CA Dashboard College and Career Readiness Indicator	Status: 56.4% based on 2019 CA Dashboard report	2020-21 Status: As a result of AB 130, California Dashboard indicators were not provided during the 20-21 school year. The following are	2021-22 Status: The following are measures that are considered by CDE as valid and reliable to determine progress on this metrics		Status: 80% of students prepared for college and career

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>measures that are considered by CDE as valid and reliable to determine progress on this metrics (College/Career Measure 2021):</p> <p>(100%) Combined Graduation Rate and/or Dashboard Alternative School Status  (31%) AP Exams - Four-Year Graduation Rate Cohort Students  (0%) IB Exams  (7%) Completed at Least One CTE Pathway  (64%) Completed A-G Requirements  (4.5%) Completed A-G Requirements &amp; At-Least One CTE Pathway  (0.3%) Completed College Credit Courses  (14%) Earned the State Seal of Biliteracy</p>	<p>(College/Career Measure):</p> <p>(100%) Combined Graduation Rate and/or Dashboard Alternative School Status  (26.9%) AP Exams - Four-Year Graduation Rate Cohort Students  (0%) IB Exams  (65.7%) Completed A-G Requirements  (14%) Completed at Least One CTE Pathway  (10.5%) Completed A-G Requirements &amp; At-Least One CTE Pathway  (0.6%) Completed College Credit Courses  (6.8%) Earned the State Seal of Biliteracy</p> <p>Retrieved from:  <a href="https://www6.cde.ca.gov/californiamodel/ccirreport2022?&amp;year=2022&amp;cdcode=3773791&amp;scode=&amp;reporttype=schools">https://www6.cde.ca.gov/californiamodel/ccirreport2022?&amp;year=2022&amp;cdcode=3773791&amp;scode=&amp;reporttype=schools</a></p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		2021-22 Status: Available upon release by CDE.			
M-1.16) Percentage of Students from Socioeconomically Disadvantaged Households "Prepared" based on CA Dashboard College and Career Readiness Indicator	Status: 38% based on 2019 CA Dashboard report	<p>2020-21 Status: As a result of AB 130, California Dashboard indicators were not provided during the 20-21 school year. The following are measures that are considered by CDE as valid and reliable to determine progress on this metrics:</p> <p>(50%) Combined Graduation Rate and/or Dashboard Alternative School Status (19%) AP Exams - Four-Year Graduation Rate Cohort Students (0%) IB Exams (6.6%) Completed at Least One CTE Pathway (51%) Completed A-G Requirements (3.6%) Completed A-G Requirements &amp; At-</p>	<p>2021-22 Status: The following are measures that are considered by CDE as valid and reliable to determine progress on this metrics (College/Career Measure):</p> <p>(49.2%) Combined Graduation Rate and/or Dashboard Alternative School Status (14.4%) AP Exams - Four-Year Graduation Rate Cohort Students (0%) IB Exams (49.6%) Completed A-G Requirements (11.3%) Completed at Least One CTE Pathway (7.4%) Completed A-G Requirements &amp; At-Least One CTE Pathway</p>		Status: 30% Increase: 68% prepared for college and career



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Least One CTE Pathway (0.4%) Completed College Credit Courses (20%) Earned the State Seal of Biliteracy 2021-22 Status: Available upon release by CDE.	(0.4%) Completed College Credit Courses (7.4%) Earned the State Seal of Biliteracy		
M-1.17) Percentage of Students from English Learner Student Group "Prepared" based on CA Dashboard College and Career Readiness Indicator	Status: 15% based on 2019 CA Dashboard report	2020-21 Status: As a result of AB 130, California Dashboard indicators were not provided during the 20-21 school year. The following are measures that are considered by CDE as valid and reliable to determine progress on this metrics:  (8.8%) Combined Graduation Rate and/or Dashboard Alternative School Status, (6%) AP Exams - Four-Year Graduation Rate Cohort Students (0%) IB Exams	2021-22 Status: The following are measures that are considered by CDE as valid and reliable to determine progress on this metrics (College/Career Measure):  (8%) Combined Graduation Rate and/or Dashboard Alternative School Status (6.7%) AP Exams - Four-Year Graduation Rate Cohort Students (0%) IB Exams (36.3%) Completed A-G Requirements		Status: 30% Increase: 45% prepared for college and career

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		(5%) Completed at Least One CTE Pathway (26%) Completed A-G Requirements (1.4%) Completed A-G Requirements & At-Least One CTE Pathway (0%) Completed College Credit Courses (10%) Earned the State Seal of Biliteracy  2021-22 Status: Available upon release by CDE.	(9.6%) Completed at Least One CTE Pathway (5.2%) Completed A-G Requirements & At-Least One CTE Pathway (0%) Completed College Credit Courses (8.9%) Earned the State Seal of Biliteracy		
M-1.18) Percentage of Students from Hispanic/Latinx Student Group "Prepared" based on CA Dashboard College and Career Readiness Indicator	Status: 41.2% based on 2019 CA Dashboard report	2020-21 Status: As a result of AB 130, California Dashboard indicators were not provided during the 20-21 school year. The following are measures that are considered by CDE as valid and reliable to determine progress on this metrics:	2021-22 Status: The following are measures that are considered by CDE as valid and reliable to determine progress on this metrics (College/Career Measure):  (44%) Combined Graduation Rate and/or Dashboard		Status: 30% Increase: 71.2% prepared for college and career

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		(46%) Combined Graduation Rate and/or Dashboard Alternative School Status, (20%) AP Exams - Four-Year Graduation Rate Cohort Students (0%) IB Exams (6.6%) Completed at Least One CTE Pathway (50%) Completed A-G Requirements (3%) Completed A-G Requirements & At-Least One CTE Pathway (0.3%) Completed College Credit Courses (22%) Earned the State Seal of Biliteracy  2021-22 Status: Available upon release by CDE.	Alternative School Status (13.6%) AP Exams - Four-Year Graduation Rate Cohort Students (0%) IB Exams (51.9%) Completed A-G Requirements (11.6%) Completed at Least One CTE Pathway (7.5%) Completed A-G Requirements & At-Least One CTE Pathway (0.7%) Completed College Credit Courses (10.2%) Earned the State Seal of Biliteracy		
M-1.19) Percentage of Students from African American Student Group "Prepared" based on CA	Status: 39.6% based on 2019 CA Dashboard report	2020-21 Status: As a result of AB 130, California Dashboard indicators were not provided during the	2021-22 Status: The following are measures that are considered by CDE as valid and reliable to		Status: 30% Increase: 69.6% prepared for college and career

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Dashboard College and Career Readiness Indicator		<p>20-21 school year. The following are measures that are considered by CDE as valid and reliable to determine progress on this metrics:</p> <p>(3.5%) Combined Graduation Rate and/or Dashboard Alternative School Status,  (14.8%) AP Exams - Four-Year Graduation Rate Cohort Students  (0%) IB Exams  (1.8%) Completed at Least One CTE Pathway  (69%) Completed A-G Requirements  (1.8%) Completed A-G Requirements &amp; At-Least One CTE Pathway  (0%) Completed College Credit Courses  (1.8%) Earned the State Seal of Biliteracy</p>	<p>determine progress on this metrics (College/Career Measure):</p> <p>(2.1%) Combined Graduation Rate and/or Dashboard Alternative School Status  (5.6%) AP Exams - Four-Year Graduation Rate Cohort Students  (0%) IB Exams  (69.4%) Completed A-G Requirements  (11.1%) Completed at Least One CTE Pathway  (5.6%) Completed A-G Requirements &amp; At-Least One CTE Pathway  (0%) Completed College Credit Courses  (0%) Earned the State Seal of Biliteracy</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		2021-22 Status: Available upon release by CDE.			
M-1.20) Percentage of Students from Homeless Student Group "Prepared" based on CA Dashboard College and Career Readiness Indicator	Status: 24.4% based on 2019 CA Dashboard report	<p>2020-21 Status: As a result of AB 130, California Dashboard indicators were not provided during the 20-21 school year. The following are measures that are considered by CDE as valid and reliable to determine progress on this metrics:</p> <p>(1.8%) Combined Graduation Rate and/or Dashboard Alternative School Status, (5.3%) AP Exams - Four-Year Graduation Rate Cohort Students (0%) IB Exams (7%) Completed at Least One CTE Pathway (21%) Completed A-G Requirements (3.6%) Completed A-G Requirements &amp; At-</p>	<p>2021-22 Status: The following are measures that are considered by CDE as valid and reliable to determine progress on this metrics (College/Career Measure):</p> <p>(4.9%) Combined Graduation Rate and/or Dashboard Alternative School Status (9.6%) AP Exams - Four-Year Graduation Rate Cohort Students (0%) IB Exams (36.1%) Completed A-G Requirements (10.8%) Completed at Least One CTE Pathway (6%) Completed A-G Requirements &amp; At-Least One CTE Pathway</p>		Status: 30% Increase: 54.4% prepared for college and career

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>Least One CTE Pathway (0%) Completed College Credit Courses (3.6%) Earned the State Seal of Biliteracy</p> <p>2021-22 Status: Available upon release by CDE.</p>	<p>(0%) Completed College Credit Courses (3.6%) Earned the State Seal of Biliteracy</p>		
M-1.21) Percentage of Students with Disabilities Student Group "Prepared" based on CA Dashboard College and Career Readiness Indicator	Status: 16.2% based on 2019 CA Dashboard report	<p>2020-21 Status: As a result of AB 130, California Dashboard indicators were not provided during the 20-21 school year. The following are measures that are considered by CDE as valid and reliable to determine progress on this metrics:</p> <p>(12%) Combined Graduation Rate and/or Dashboard Alternative School Status, (3%) AP Exams - Four-Year Graduation Rate Cohort Students</p>	<p>2021-22 Status: The following are measures that are considered by CDE as valid and reliable to determine progress on this metrics (College/Career Measure):</p> <p>(13.5%) Combined Graduation Rate and/or Dashboard Alternative School Status (2.6%) AP Exams - Four-Year Graduation Rate Cohort Students (0%) IB Exams (21%) Completed A-G Requirements</p>		Status: 30% Increase: 46.2% prepared for college and career



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		(0%) IB Exams (9%) Completed at Least One CTE Pathway (22%) Completed A-G Requirements (1.6%) Completed A-G Requirements & At-Least One CTE Pathway (0%) Completed College Credit Courses (3.3%) Earned the State Seal of Biliteracy  2021-22 Status: Available upon release by CDE.	(11.4%) Completed at Least One CTE Pathway (5.2%) Completed A-G Requirements & At-Least One CTE Pathway (0%) Completed College Credit Courses (1%) Earned the State Seal of Biliteracy		
M-1.22) Percentage of Grade 12 Students completing a-g course requirements	54.3% of the Class of 2020 completed a-g graduation requirements	2020-21 Status: 63.8% of Grade 12 Students completed a-g course requirements	Status: 65.7% of Grade 12 Students completed A-G Course Requirements in 2021-2022. (+1.9%)		Increase: 30%: 84.3% of the class of 2024 will c complete a-g requirements
M-1.23) Percentage of High School Students Enrolled in one or more Advanced Placement Courses	Status: 2758 students enrolled in at least 1 AP course (42.9% of all high school students) based on 2019-2020 data	2020-21 Status: 39% of High School students were enrolled in one or more advanced placement courses.	2021-22 Status: 42% of High School students are enrolled in one or more Advanced Placement courses.		Status: 25% Increase: 68% of students enrolled in at least 1 AP course

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
M-1.24) Percentage of High School Advanced Placement Students passing one or more AP Exams	2018: 71% of AP students passed one or more AP exams (3+) 2019: 75% of AP students passed one or more AP exams (3+) 2020: 74% of AP students passed one or more AP exams (3+)	2020-21 Status: 56% of students passed one or more Advanced Placement Exams	2021-2022 Status: 70% of AP students passed one or more AP Exam(+14%)		Status: 10% Increase: 84% of AP students will pass one or more exams (3+)
M-1.25) Number of students earning CA State Seal of Biliteracy	Class of 2018: 20 students Class of 2019: 50 students Class of 2020: 149 students	2021-22 Status: 226 students earned the CA Seal of Biliteracy. This is an increase of 77 students from the prior year.	2022-23 Status: 116 students earned the CA Seal of Biliteracy.		Status: Increase the number of students earning the State Seal of Biliteracy by 100% to 298 students
M-1.26) K-12 iReady Reading Diagnostic: End of Year Report (% of students at/above grade level)	New assessment: No end of year data available yet	2021-2022 Status: iReady Reading assessment, 56% of all SMUSD students scored at or above grade level.	2022-2023 Status: iReady Reading assessment, 61% of all SMUSD students scored at or above grade level (+5%)		80% of students at/above grade level at end of year
M-1.27) K-12 iReady Math Diagnostic: End of Year Report (% students at/above grade level)	New assessment: No end of year data available yet	2021-22 Status: iReady Mathematics assessment, 50% of SMUSD K-8 students scored at or above grade level. Students	2022-2023 iReady Mathematics assessment, 62% of all SMUSD students scored at or above grade level.		80% of students at/above grade level at end of year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		in 9-12 took the MDTP in lieu of the iReady diagnostic.			
M-1.28) English Learner Fluent English Proficient Reclassification Rate	2019-2020: 14% Reclassification Rate 2020-2021: 3.9% Reclassification Rate	2021-2022 Status: 11% Reclassification Rate	2022-2023 Status: 14.9% Reclassification Rate (+3.9%)		25% English Learner Reclassification rate
M-1.29) Implement NGSS aligned science curriculum K-12	Baseline: NGSS Adoption committee currently exploring science curriculum to pilot in 2021-2022 K-12	2021-22 Status: Partial Implementation. SMUSD Middle school science teachers have engaged and participated in 12 days of professional learning surrounding OpenSciEd middle school science curriculum.	Middle School has been trained in and are implementing 3 OSE units. High school completed their second year of OSE field testing and will implement OSE next year. K-5 Leadership Team hosted a two week summer camp for students and participated in 6 training days with SDCOE. They will again host another 2 week summer camp for students this summer. Administrators were trained by SDCOE in providing feedback to teachers in NGSS		Full K-12 implementation of NGSS Science Curriculum, as evidenced by provision of Board-adopted materials/texts, administration of student curriculum-based assessments, and instructional walkthroughs/teacher observations.
M-1.30) Percentage of	Approximately 25% of 6-12 students are	2021-2022 Status: 47% of students have	2022-2023 Status: 15% (1621) students		Status: 25% Increase: 50% of 6-12 students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
secondary students enrolled in CTE pathway course	enrolled in a CTE pathways course, based on 2020-2021 data (-4% compared to 2019-2020)	enrolled in CTE pathway courses.	in Grades 6-12 have enrolled in at least one CTE Pathway course (-32%)		will enroll in a CTE pathways course
M-1.31) Percentage of secondary students enrolled in dual/concurrent enrollment with Palomar college	350 students (5.3% of high school students) enrolled in dual/concurrent enrollment based on 2020-2021 data (+2.5% compared to 2019-2020)	2021-2022 Status: 189 (3%) of students have enrolled in dual/concurrent enrollment with Palomar College.	2022-23 Status: There are currently 354 students enrolled in dual/concurrent enrollment (+165)		Status: 10% Increase: 15.3% of high school students will participate in dual/concurrent enrollment with Palomar College
M-1.32) District-wide implementation of English Learner Master Plan as evidenced by site instructional walkthroughs and principal classroom observations/staff meeting agendas/professional development calendars	Baseline: No implementation San Marcos Unified District Learner Master Plan adopted by governing board in April 2021 and shared with all key stakeholders	2021-22 Status: Partial implementation of the EL Master Plan: 1. Development and implementation of Site Needs Assessment to all EL Parents.  2. Student Data Talks with site administrators and all EL students.  3. Continued collaboration with SDCOE on EL Master Plan implementation and CA ELD Roadmap.	22-23 Status: SMUSD has successfully begun to implement the English Learner Master Plan by doing the following:  Implement high-quality instructional programs for ELs with daily integrated Designated and Integrated ELD. Supplemental curriculum will be purchased and fully implemented during 23-24.  Elementary teachers will be trained and		Full implementation of San Marcos Unified English Learner Master Plan; with 100% of instructional staff trained on plan expectations

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>4. Administration communicates with EL parents on student progress toward reclassification.</p> <p>5. Implementation of Designated and Integrated ELD at all sites.</p> <p>6. Expansion of AVID Excel ELD Electives at the Middle Schools.</p>	<p>supported in GLAD strategies.</p> <p>Secondary content area teachers will be trained and supported in SDAIE strategies.</p> <p>All sites have coordinated four ELAC meetings with agendas, minutes and sign in sheets for four meetings, which address the importance of attendance, electing a DELAC representative, reviewing and discussing the SPSA plan, and disseminating a Needs Assessment.</p>		
M-1.33) District-wide participation in professional development around equity work; inclusive of creation of district level equity task force, and site-based equity leads, with	Baseline: Equity professional development partnership with San Diego County Office of Education Equity Department to begin Fall 2021	2021-2022 Status: SMUSD has an equity committee of 62 individuals that have attended upwards of four professional development training this school year.	2022-23 Status: Eight (8) sessions with School Site, District and Student teams. The San Diego County Office of Education (SDCOE) was PD provider. Additionally, student empathy interviews		Full implementation of San Marcos Unified Equity Action Plan; with 100% of instructional staff trained on plan expectations

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
development and implementation of SMUSD equity action plan			were conducted at each school site. Finally, SMUSD students have presented our District's efforts and their stories across our schools and the San Diego County		
M-1.34) Graduation Rate Indicator	94.3% Graduation Rate based on 2019-2020 data	2020-21 Status: 94.1% Graduation rate for SMUSD z	2021-2022 Status: 95.2% Graduation Rate for SMUSD (+1.1%)		100% Graduation Rate
M-1.35) % of Teachers appropriately credentialed for placement/assignment	100% of teachers hold appropriate credential for their assignment based on 2020-2021 staffing data.	2021-22 Status: 100% of teachers hold appropriate credential for their assignment	2022-23 Status: 100% of teachers in the San Marcos Unified School District are credentialed.		Status: Maintain-100% of teachers appropriately credentialed for placement/assignment
M-1.36) % of San Marcos Unified teachers completing 2-year Essential Elements of Instruction (EEI) training	100% of teachers at the end of their second year in the district have completed EEI training	2021-22 Status: 87% of SMUSD enrolled in year 2 of EEI completed the training (33 out of 5 teachers).	2021-22 Status: 95% of SMUSD enrolled in year 2 of EEI completed the training (57 out of 60)		Status: Maintain:100% of teachers at the end of their second year in the district will have completed EEI training
M-1.37) % of San Marcos	100% of school administrators at the	2021-22: 76% of	2022-23 Status: 100% of SMUSD		Status: Maintain: 100% of school



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Unified new school administrators (principals and assistant principals) completing one-year Essential Elements of Instruction (EEI) Clinical Supervision training within first two years of employment as school administrator	end of their second year of employment as an administrator completed EEI clinical supervision training	school administrators have completed EEI. Due to new hires, SMUSD has 24% of administrators currently in year one or two of EEI	administrators have completed EEI this school year.		administrators at the end of their second year of employment as an administrator will have completed EEI clinical supervision training
M-1.38) % of students meeting a-g requirements (all students)	Based on 2019-2020 data, 54.3% of students met a-g requirements (all students)	2020-21 Status: 63.8% of Grade 12 Students completed a-g course requirements	2021-2022 Status: 65.7% (+1.9%)		Status: 75% of students will meet a-g requirements (all students)
M-1.39) % of students meeting a-g requirements (English Learner student group)	Based on 2019-2020 data, 40% of English Learner students met a-g requirements	2020-2021 Status: 26.4% of students met a-g requirements (EL students)  2021-22 Status: 25.27% of students met a-g requirements (EL students) (-1.13%)	2021-2022 Status: 36.3% of students met the A-G Graduation Requirements (EL Students) (+9.9%)		Status: 70% of English Learner students will meet a-g requirements

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
M-1.40) % of students meeting a-g requirements (socioeconomically disadvantaged student group)	Based on 2019-2020 data, 40.6% of socio-economically disadvantaged students met a-g requirements	2020-2021 Status: 52.1% of students met a-g requirements (socioeconomically disadvantaged student group)	2021-2022 Status: 49.6% of students met the A-G Graduation Requirements (Socio Economically disadvantaged) (-2.5%)		Status: 70% of socioeconomically disadvantaged students will meet a-g requirements
M-1.41) % of students meeting a-g requirements (African American/Black student group)	Based on 2019-2020 data, 40.6% of black students students met a-g requirements	2020-2021 Status: 69% of students met a-g requirements (African American / Black students)  2021-2022 Status: 71.43% of students met a-g requirements (African American/Black student group) (+2.43%)	2021-2022 Status: 69.4% of students met the A-G Graduation Requirements (African American/Black) (+0.4%)		Status: 70% of black students will meet a-g requirements
M-1.42) % of students meeting a-g requirements (Hispanic/Latinx student group)	Based on 2019-2020 data, 40% of Latinx students students met a-g requirements	2020-21 Status: 49.9% of Hispanic / Latinx students met a-g requirements (Hispanic students)	2021-2022 Status: 51.9% of students met the A-G Graduation Requirements (Hispanic) (2%).		Status: 70% of Latinx students will meet a-g requirements
M-1.43) % of CTE students completing 1 or more pathways	Based on 2019-2020 data, 63% of CTE students completed 1 or more CTE pathways	2020-21 Status: 7% of students completed 1 or more CTE	2021-2022 Status: 14.0% of students completed 1 or more CTE Pathways (+7%)		Status: 80% of CTE students will complete one or more pathways

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Pathways (College/Career Measures 2021)			
M-1.44) % of students with access to instructional materials (Williams)	Maintain: 100% of students have access to instructional materials	2021-22 Status: 100% of students have access to instructional materials in the 21-22 school year.	2022-23 Status: 100% of students have access to instructional materials in the school year.		Maintain: 100% of students will have access to instructional materials
M-1.45) % of students (overall) ready for college level based on Early Assessment Program (EAP) results in ELA and mathematics	<p>Based on 2018-2019 EAP results in ELA: 37% of all students tested are ready for college level, 28% are conditionally ready, 20% nearly met standard, &amp; 16% did not meet standard</p> <p>Based on 2018-2019 EAP results in math: 15% of all students tested are ready for college level, 23% are conditionally ready, 25% nearly met standard, &amp; 37% did not meet standard</p>	<p>2019 Status: 37% of all students tested are ready for college level, 28% are conditionally ready, 20% nearly met standard, &amp; 16% did not meet standard in ELA. In math, 15% of all students tested are ready for college level, 23% are conditionally ready, 25% nearly met standard, &amp; 37% did not meet standard</p> <p>21-22 Status: Early Assessment Program (EAP) data is not available at this time, as the CAASPP results have yet to be distributed by CDE.</p>	<p>2021-2022 Status: EAP results in ELA: 28% of all students tested are ready for college level, 32% are conditionally ready</p> <p>2021-2022 Status: EAP results in math: 11% of all students tested are ready for college level, 20% are conditionally ready</p>		Status: 30% increase- By Spring 2024 67% of all students tested will be ready for college level based on EAP indicators in ELA & 45% of all students tested will be ready for college level based on EAP indicators in Math

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		For 19-20 and 20-21, no EAP data is available as a result of SMUSD not administering the CAASPP these years due to the pandemic.			
M-1.46) % of English Learner students ready for college level based on Early Assessment Program (EAP) results in ELA and mathematics	<p>Based on 2018-2019 EAP results: 0% of English Learner students tested are ready for college level, 6% are conditionally ready, 29% nearly met standard, &amp; 64% did not meet standard</p> <p>Based on 2018-2019 EAP results in math: 1% of English Learner students tested are ready for college level, 4% are conditionally ready, 11% nearly met standard, &amp; 84% did not meet standard</p>	<p>2019 Status: EAP results: 0% of English Learner students tested are ready for college level, 6% are conditionally ready, 29% nearly met standard, &amp; 64% did not meet standard</p> <p>2019 Status: 1% of English Learner students tested are ready for college level, 4% are conditionally ready, 11% nearly met standard, &amp; 84% did not meet standard in Math.</p> <p>21-22 Status: Early Assessment Program (EAP) data is not available at this time, as the CAASPP</p>	<p>2021-2022 Status: EAP results in ELA: 2% of all students tested are ready for college level, 7% are conditionally ready</p> <p>2021-2022 Status: EAP results in math: 2% of all students tested are ready for college level, 3% are conditionally ready</p>		<p>Status: 30% increase- By Spring 2024 30% of English Learner students tested will be ready for college level based on EAP indicators in ELA &amp; 31% of English Learner students tested will be ready for college level based on EAP indicators in Math</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		results have yet to be distributed by CDE. For 19-20 and 20-21, no EAP data is available as a result of SMUSD not administering the CAASPP these years due to the pandemic.			
M-1.47) % of socioeconomically disadvantaged students ready for college level based on Early Assessment Program (EAP) results in ELA and mathematics	<p>Based on 2018-2019 EAP results: 22% of socioeconomically disadvantaged students tested are ready for college level, 30% are conditionally ready, 26% nearly met standard, &amp; 22% did not meet standard</p> <p>Based on 2018-2019 EAP results in math: 5% of socioeconomically disadvantaged students tested are ready for college level, 16% are conditionally ready, 28% nearly met standard, &amp; 52% did not meet standard</p>	<p>2019 Status: 22% of socioeconomically disadvantaged students tested are ready for college level, 30% are conditionally ready, 26% nearly met standard, &amp; 22% did not meet standard in English Language Arts. In math, 5% of socioeconomically disadvantaged students tested are ready for college level, 16% are conditionally ready, 28% nearly met standard, &amp; 52% did not meet standard</p>	<p>2021-2022 Status: EAP results in ELA: 18% of all students tested are ready for college level, 27% are conditionally ready</p> <p>2021-2022 Status: EAP results in math: 4% of all students tested are ready for college level, 12% are conditionally ready</p>		<p>Status: 30% increase- By Spring 2024 52% of socioeconomically disadvantaged students tested will be ready for college level based on EAP indicators in ELA &amp; 35% of socioeconomically disadvantaged students tested will be ready for college level based on EAP indicators in Math</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
M-1.48) % of Hispanic/Latinx students ready for college level based on Early Assessment Program (EAP) results in ELA and mathematics	<p>Based on 2018-2019 EAP results: 22% of Hispanic/Latinx students tested are ready for college level, 28% are conditionally ready, 26% nearly met standard, &amp; 23% did not meet standard</p> <p>Based on 2018-2019 EAP results in math: 5% of Hispanic/Latinx students tested are ready for college level, 16% are conditionally ready, 26% nearly met standard, &amp; 53% did not meet standard</p>	<p>2019 Status: 22% of Hispanics are ELA ready for college level, 28% are conditionally ready, 26% nearly met standard, &amp; 23% did not meet standard. In math, 5% students tested are ready for college level, 16% are conditionally ready, 26% nearly met standard, &amp; 53% did not meet standard</p> <p>21-22 Status: Early Assessment Program (EAP) data is not available at this time, as the CAASPP results have yet to be distributed by CDE. For 19-20 and 20-21, no EAP data is available as a result of SMUSD not administering the CAASPP these years due to the pandemic.</p>	<p>2021-2022 Status: EAP results in ELA: 16% of all students tested are ready for college level, 30% are conditionally ready</p> <p>2021-2022 Status: EAP results in math: 3% of all students tested are ready for college level, 12% are conditionally ready</p>		<p>Status: 30% increase- By Spring 2024 52% of Hispanic/Latinx students will be ready for college level based on EAP indicators in ELA &amp; 35% of Hispanic/Latinx students tested will be ready for college level based on EAP indicators in Math</p>
M-1.49) % of African American students ready for college level	Based on 2018-2019 EAP results: 22% of African American	2019 Status: In ELA, 22% of African American students	2021-2022 Status: EAP results in ELA: 21% of all students		Status: 30% increase- By Spring 2024 52% of African American



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
based on Early Assessment Program (EAP) results in ELA and mathematics	<p>students tested are ready for college level, 31% are conditionally ready, 22% nearly met standard, &amp; 25% did not meet standard</p> <p>Based on 2018-2019 EAP results in math: 11% of African American students tested are ready for college level, 23% are conditionally ready, 31% nearly met standard, &amp; 34% did not meet standard</p>	<p>tested are ready for college level, 31% are conditionally ready, 22% nearly met standard, &amp; 25% did not meet standards. In math, 11% tested are ready for college level, 23% are conditionally ready, 31% nearly met standard, &amp; 34% did not meet standard.</p> <p>21-22 Status: Early Assessment Program (EAP) data is not available at this time, as the CAASPP results have yet to be distributed by CDE. For 19-20 and 20-21, no EAP data is available as a result of SMUSD not administering the CAASPP these years due to the pandemic.</p>	<p>tested are ready for college level, 29% are conditionally ready, 25%</p> <p>2021-2022 Status: EAP results in math: 12% of all students tested are ready for college level, 15% are conditionally ready</p>		<p>will be ready for college level based on EAP indicators in ELA &amp; 41% of African American students tested will be ready for college level based on EAP indicators in Math</p>
M-1.50) % of students meeting a-g requirements (Students with	Based on 2019-2020 data, 16.5% of Students with	2020-2021 Status: 21.7% of students met a-g requirements (Students with	2021-2022 Status: 21.0% of students met the A-G Graduation Requirements		Status: 70% of Students with Disabilities will meet a-g requirements

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Disabilities student group)	Disabilities met a-g requirements.	Disabilities)	(Special Education) (+6%)		
M-1.51) The implementation of state board adopted academic content and performance standards in English Language Arts, Mathematics, Next Generation Science Standards, History/Social Studies, and English Language. as measured by the CA Dashboard's Priority 2 Reflection Tool (5 = Full Implementation and Sustainability; 4 = Full Implementation; 3 = Initial Implementation; 2 = Beginning Development; 1 = Beginning Development) [Priority 2]	Based on 2021 Baseline: ELA = 5 ELD = 4 Mathematics = 4 NGSS = 3 History Social Studies = 3	Based on 2021 Baseline: ELA = 4 ELD = 3 Mathematics = 4 NGSS = 3 History Social Studies = 4	2022 ELA = 5 ELD = 3 Mathematics = 4 NGSS = 3 History Social Studies = 5		Status: Achieve a rating of 4 or better for each category-By Spring 2024
M-1.52) SMUSD shall ensure access to all unduplicated students in a broad course of	Baseline: 20-21 English Learner A-G Enrollment= 24%	2021-22 Status:	2022-23 Status:		Status: 25% increase-By Spring 2024 for all sub groups and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
study, as measured by: % of unduplicated students enrolled in A-G courses, % of unduplicated students enrolled in one or more Advanced Placement courses, and the % of unduplicated students enrolled in CTE courses.	20-21 Foster Youth A-G Enrollment= 5% 20-21 Low-Income A-G Enrollment= 22% 20-21 English Learner AP Enrollment= 16% 20-21 Foster Youth AP Enrollment= 0% 20-21 Low-Income AP Enrollment= 23% 20-21 English Learner CTE Enrollment= 24% 20-21 Foster Youth CTE Enrollment= 5% 20-21 Low-Income CTE Enrollment= 22%	English Learner A-G Enrollment= 24% (0%) Foster Youth A-G Enrollment= 20% (+15%) Low-Income A-G Enrollment= 28% (+8%) English Learner AP Enrollment= 19% (+3%) Foster Youth AP Enrollment= 0% (0%) Low-Income AP Enrollment= 23% (0%) English Learner CTE Enrollment= 24% (0%) Foster Youth CTE Enrollment= 20% (+15%) Low-Income CTE Enrollment= 28% (+6%)	English Learner A-G Enrollment= 48% (+24%) Foster Youth A-G Enrollment= 18% (-2%) Low-Income A-G Enrollment= 53% (+25%) English Learner AP Enrollment= 23% (+4%) Foster Youth AP Enrollment= 18% (+18%) Low-Income AP Enrollment= 32% (9%) English Learner CTE Enrollment= 38% (14%) Foster Youth CTE Enrollment= 4% (-16%) Low-Income CTE Enrollment= 40% (+12%)		measures for this metric.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Implementation of Standards-Based Instruction using Guaranteed and Viable Curriculum in all core subject areas, TK-12	All students will receive access to rigorous, standards-aligned instruction, following district pacing guides corresponding to implementation of guaranteed and viable curriculum in all core subject areas. No additional funds will be used for this action, as it will be part of the district core practices.	\$0.00	No
1.2	District-wide use of iReady diagnostic assessment in Reading and Math, three times per year (Fall, Winter, Spring) to monitor student progress	The use of iReady diagnostic assessments in reading and math (included within the new Ready Math Classroom adoption package-ensuring. guaranteed and viable curriculum in mathematics for K-8 students) will provide teachers and school leaders with ongoing data regarding student progress towards mastery of grade level standards in ELA and math. Through this ongoing progress monitoring and data analysis, teachers and support staff can design targeted lessons, provide supplemental instruction aligned to areas of need, and create personalized learning plans for students (based on individual growth targets). This data will also help SMUSD instructional personnel to evaluate the effectiveness of current program elements (curriculum, pacing guides, digital tools, etc) in meeting the needs of students to ensure proficiency for all. The annual curriculum fees associated with Ready Math Classroom (over a period of 3 years-Year 1 was the 2020-2021 School Year), which includes full access to the iReady suites in both reading and math are \$172,900	\$130,000.00	Yes
1.3	Adoption and implementation of K-12 Next Generation Science Standards (NGSS)-aligned science curriculum	San Marcos Unified secondary and elementary schools have currently implemented NGSS at different rates. The goal over the next three years is to develop a district K-12 leadership team, with teacher representatives from each grade level and content, as well as administration and district leadership. This team will chart a pathway for an equitable and quality science education program across grade levels, and across the district. Over the next three years elementary will engage in NGSS professional development to develop and deepen their understanding of the standards and develop further	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>teacher content knowledge. Elementary teams will also begin to evaluate instructional materials that support and develop literacy and number sense. Over the next three years, middle school teachers will begin to implement new curriculum: OpenSciEd, by participating in PD through the company and state, as well as engage in professional practices such as lesson and book studies, to develop teacher content knowledge, NGSS aligned pedagogy and the standards. High School teams will continue to develop instructional materials that meet the needs of both NGSS and A-G requirements. New courses developed and implemented will align and support the new three-year science graduation requirement. Administration and district leadership at all levels will also engage in NGSS PD to develop their knowledge of what an NGSS classroom looks like, how to provide meaningful feedback for science teachers as they implement new standards, and how the California Science Test plays a role in the SMUSD Dashboard. No additional funds will be used for this action, as it will be part of the district core offerings and practices.</p>		
1.4	District-wide professional development, support, and job-embedded coaching in implementation of English Learner Master Plan, CA English Learner Roadmap, and best practices in designated and integrated ELD	<p>SMUSD will continue to employ a district English Language coordinator (Assistant principal on special assignment) to provide personalized support to staff and families of English Learner students to build capacity in understanding district and state policies pertaining to educating English Learner and Multilingual students, assist with EL progress monitoring and program development, and train personnel in the San Marcos Unified English Learner and Multilingual Student Master Plan/CA English Learner Roadmap. The Multilingual and English Learner Master Plan provides information on the following areas related to the linguistic and educational needs of Multilingual and English Learners:</p> <p>1) Understanding and adhering to state and federal legal requirements and policies  2) Maintaining high-quality, standards-based designated and integrated English Language 3) Development (ELD) instruction leading to equitable outcomes for MLs and ELs through access to core curriculum</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>4) Implementing evidence-based practices resulting in students reaching or surpassing proficiency across four language domains: reading, writing, listening, and speaking</p> <p>5) Collecting and evaluating data to drive instruction</p> <p>6) Monitoring and evaluating existing and new programs</p> <p>7) Valuing, honoring, and embracing native heritage and cultural assets</p> <p>8) Engaging and supporting our families and community members through meaningful opportunities and partnerships</p> <p>SMUSD will also continue collaboration with San Diego County Office of Education to provide the English Learner Improvement Collaborative, wherein site teams at all 19 SMUSD schools receive job-embedded professional development and coaching around best practices for teaching English Learner students. Assistant principals, funded through LCAP supplemental dollars, will lead this work at the site level.</p> <p>Fees for these actions are reflected within other LCAP actions: Funding of District EL Coordinator in Goal 2 (LCAP-funded) and Professional Development through the English Learner Improvement Collaborative (Title III-funded). No additional fees apply.</p>		
<b>1.5</b>	Develop and implement district-wide cohesive, aligned, standards-based interim/benchmark assessments for every grade level, TK-12, to monitor student progress in ELA and math	In order to accurately monitor student progress across the district, and make necessary adjustments in instructional materials, programs, or delivery, it is essential to collect and analyze common grade-level performance data a minimum of three times per year. To date, TK-5 students follow an assessment pacing calendar, meaning students are given common, curriculum-based interim assessments in ELA and math to measure mastery towards meeting/exceeding grade level standards in these areas. Secondary students are currently discussing the development of common, curriculum-based assessments to be administered across school sites, in order to inform instruction and track student progress towards college and career readiness. Tableau is a data management software program with an annual fee of	\$16,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
		\$12,690 that provides data analysis reports for district and site teams to track Dashboard indicators and local student achievement, behavior, and attendance data to drive instructional programs and supplemental support offerings.		
<b>1.6</b>	Provide supplemental digital curriculum to support core instruction	Teachers will be provided with digital, supplemental tools to support their teaching and address learning recovery. The purpose of this supplemental curriculum is to support and enhance the core instruction with additional digital personalized learning tools to reinforce the core concepts and standards taught. Students will receive targeted supplemental instruction to address learning gaps as a result of COVID-19 learning loss. These programs will be funded through the Expanded Learning Opportunities grant, as they will be used as extended learning time tools.	\$65,000.00	Yes
<b>1.7</b>	Provide professional development for instructional staff around evidence-based strategies for learning acceleration for students performing below grade level academic expectations	In today's diverse classrooms, educators must be prepared to teach students with a wide range of academic needs. Students evidencing an academic struggle will require specialized, evidence-based strategies to promote learning acceleration, and to narrow achievement and opportunity gaps within the general education classroom setting. As a result of the COVID-19 pandemic, all teachers within San Marcos Unified will need to be equipped to mitigate learning loss, while simultaneously ensuring all students are on-track to meet or exceed grade level academic standards. Specialized, systemic professional development will be availed to all teachers within the district to ensure they have the tools and strategies needed to help all students achieve at high levels. Data analysis shows that the majority of students evidencing this need are from unduplicated student populations.	\$30,000.00	Yes
<b>1.8</b>	Develop specific and targeted educational outreach and	CTE pathways provide opportunities for students to develop career interests and competencies, availing options for post-secondary education and job prospects. Students who may opt for a non-	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
	recruitment initiatives for secondary students to increase enrollment in CTE pathways	traditional pathway to "college and career readiness," may access and complete a-g requirements through the addition of CTE courses. San Marcos Unified will develop a cohesive and coordinated effort to initiate student outreach efforts at the middle school level, with the purpose of increasing enrollment in CTE pathways. Middle school students will be invited to participate in a CTE Bridge program, designed to provide them with a sampling of CTE courses in a low-risk, non-credit setting. Current CTE students will assist district personnel as "ambassadors," presenting information about their chosen pathways to students and community members to promote interest in the programs. No additional funds will be used for this action, as it will be part of the district core practices and program offerings.		
<b>1.9</b>	Provide site-based, job-embedded professional development on the topic of equity and culturally responsive teaching practices.	In order to eradicate achievement and opportunity gaps for historically marginalized student populations, SMUSD team members must understand how to develop and sustain equitable learning environments within their unique school and classroom context, as well as develop proficiency in culturally responsive teaching practices. San Marcos Unified will develop and implement professional learning opportunities, specifically around the topic of equity through a partnership with the San Diego County Office of Education Equity Department, wherein all schools will create equity lead teams, in addition to a district Equity Task Force, to examine current context and practices, deepen knowledge, and develop action steps to address system inequities. The ultimate goal will be to expand the systemic equity work to all SMUSD sites, developing district and site action plans, with the purpose of improving outcomes for students of color, students from poverty, students from the LGTBQ community, and other students who may experience systemic racism and discrimination, hindering their ability to reach college and career readiness. Assistant principals, funded through LCAP supplemental dollars, will lead this work at the site level.	\$75,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.10	Provide teachers with professional learning in Essential Elements of Instruction (EEI) and How People Learn (adapted from National Institute for School Leadership)	In order to be effective teachers, instructors must have knowledge and proficiency around topics such as how to teach to the objective, select the correct level of difficulty for teaching objectives, foster student active participation, interest, and novelty, exude the proper feeling tone for positive classroom conditions, and understand principles of how people learn: such as addressing student preconceptions/misconceptions, metacognition, and developing a conceptual framework to understand and apply content. San Marcos Unified will continue to train all teachers currently in their first or second year teaching within the district, professional development sessions around these topics over the course of a two year period. The classes will be taught by a district administrator during after school hours. The goal is for all SMUSD teachers to be well-versed in these instructional principles, so that they may receive high marks within the teacher evaluation system. Research supports that teacher effectiveness and quality is the number one predictor of student success. San Marcos Unified will work to guarantee high quality, effective teachers within every classroom across the district.	\$50,000.00	No
1.11	DISCONTINUED (22-23) - Increase inclusion/ participation in general education classroom setting for students with disabilities.	Research supports inclusion of students with exceptionalities in the general education classroom setting to foster moderate academic gains through access to grade level content standards and peer models. To date, 79% of students with exceptionalities receive instruction within the general education setting for at least 50% of the academic day. In order for co-teaching and inclusion models to succeed, general and special education staff should be availed common planning time, access to standards-aligned instructional materials, and sufficient support staff to ensure students with disabilities are provided the accommodations and modifications outlined within their IEPs, opportunities for small group instruction with appropriate scaffolding, and are provided ideal conditions in which to thrive. In order to increase access to the general education classroom setting for the majority of the school day, as the identified least restrictive environment, San Marcos Unified will employ and train classified staff to work as instructional assistants, reinforcing the instruction of certificated teachers, and providing access to the core	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		curriculum for students receiving specialized academic instruction. The ultimate goal is not only to foster inclusive classroom environments, but to improve academic outcomes for students with exceptionalities to reach an increase in the number of students from this group prepared for college and career upon graduation.		
<b>1.12</b>	District-wide use of formative assessment to monitor student progress and drive instruction	Formative assessment is an essential tool for measuring student understanding of concepts and content taught. Though informal in nature, formative assessment practices help teachers to inform instruction and to determine next steps, based on the premise of checking for understanding. The district-wide expectation will be that all teachers embed formative assessment practices within their core instructional day, as evidenced by structured conversations around student data and student reteaching and reengagement plans for students not making expected progress. Principals will observe formative assessment practices during instructional walkthroughs and classroom observations, and will develop specific, site-based goals around enhancing formative assessment to ensure teachers are attuned to individual student needs, and are able to make a plan to improve outcomes for all students. No additional funds will be used for this action, as it will be part of the district core practices.	\$0.00	No
<b>1.13</b>	Expand secondary cross-curricular course offerings	Student interest, motivation, course relevancy and connection to post-secondary life have the capacity to play a role in increasing student achievement. If student agency is developed through greater choice in course selection, the result may be an increase in active participation and engagement. In 2020-2021, San Marcos Unified designed and adopted new courses: Integrated Geometry & Woodshop, Integrated English & Music, English 9 Game Design paired with English 10 and Entrepreneurship, English and History through Film Academy, Ag Chemistry and lastly Data Science in response to student input and interest. These courses are in addition to the established connection to Palomar and the CCAP courses where students earn both high school and college credit. The goal will be to continue to design,	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		adopt, develop and implement courses that are both cross curricular as well as relevant to a student's secondary life and prepares them for their post secondary life. No additional funds will be used for this action, as it will be part of the district core practices and program offerings.		
<b>1.14</b>	REVISED (22-23)- Expand independent study program options to provide multiple instructional models for students.	As a result of the COVID-19 pandemic, San Marcos Unified implemented a TK-12 full-time remote learning option for families opting to remain at home for the entirety of the 2020-2021 School Year, in lieu of returning to school campuses. In response to community demand, San Marcos Unified will develop and offer a permanent independent study option to accommodate learners who prefer this modality. District teams, in partnership with our Educational Partners, will explore and pilot this new instructional program offering for grades TK-8, in the 2021-2022 School Year. Foothills High School will remain as the independent study program offering grades 9-12. No additional LCAP/Federal funds will be used for this action, as funds are embedded within Goal 2 actions.	\$0.00	No
<b>1.15</b>	Adopt and implement secondary math curriculum aligned to California Math Framework (2021)	With a new California Math Framework to be adopted by the State Board of Education in November of 2021, the goal over the next three years is to move towards a more equitable course pathway. Middle school teachers will evaluate new instructional materials to meet the California Math Framework requirements, and participate in professional development to increase their content knowledge, as well as their mathematical pedagogy. In high school, the plan over the next three years is to move away from a traditional math pathway, to more integrated course offerings. New courses will be aligned to A-G requirements, as well as possible connections to CTE pathways. High School teachers will evaluate new instructional materials to meet these requirements, and participate in professional learning to increase their content knowledge, as well as their mathematical pedagogy. Diagnostics, and formative assessments will be commonplace in all grade/content levels. Administration at each level	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		will build capacity as instructional leaders through participating in professional development to increase their content knowledge of Common Core Math Standards and Standards of Mathematical Practice, as well as how to provide effective feedback for teachers implementing new pedagogy. No additional funds will be used for this action, as it will be part of the district core practices and program offerings.		
<b>1.16</b>	Provide high-quality designated and integrated English Language Development (ELD) to all English Learner students on a daily basis	Students will receive daily, designated ELD across all grade levels using a district-adopted, evidence-based, guaranteed and viable curriculum. Integrated ELD will occur throughout the day, across all subject areas, using evidence-based strategies designed to support language acquisition, including oral and visual scaffolding, explicit vocabulary instruction, and sentence frames to support oracy and writing. Language evaluation rubrics will be used to monitor student progress in the context of writing, and will be completed on behalf of all English Learner students twice per year. No additional funds will be used for this action, as it will be part of the district core practices and program offerings.	\$0.00	No
<b>1.17</b>	Develop standards-based grading practices across the district	Based on the 2020 District Operations Survey, 52% of respondents indicated concern over current grading practices. Elementary education developed and implemented standards-based report cards. Secondary team will research and develop “best practices” document for secondary grading; make recommendation to Board regarding grading policy by June 2022. No additional funds will be used for this action, as it will be part of the district core practices.	\$0.00	No
<b>1.18</b>	Ensure all teachers are appropriately credentialed for placement/assignment	Based on 2020-2021 staffing data, all certificated staff members hold the appropriate credential for their positions and placements. The district human resources department will continue to hire highly qualified teachers to serve students within San Marcos Unified. No	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		additional funds will be used for this action, as it will be part of the district core practices.		
<b>1.19</b>	Continue contract with Hanover Research to conduct surveys/focus groups, and provide toolkits on best practices in TK-12 instruction	It is essential that all educators within San Marcos Unified have access to current research and customized toolkits based on evidence-based practices across curricular areas. San Marcos Unified will continue the ongoing partnership with Hanover Research, to ensure staff are implementing only practices proven to be effective in the classroom setting. The Hanover Research team will focus on creating toolkits/guidance applicable within the unique context of San Marcos Unified, targeting research around evidence-based practices for improving outcomes for English Learners and students from poverty, to address the most notable achievement gaps in the district. Hanover will also develop, distribute, and analyze data from stakeholder surveys, as part of a comprehensive needs assessment (providing analysis inclusive of feedback from parents of low SES and English Learner students), as well as conduct stakeholder focus groups (including groups specifically for parents of English Learners) to identify strengths and weaknesses in the district programs and operations, and recommend evidence-based practices to improve areas of need.	\$66,794.00	Yes
<b>1.20</b>	Continue to provide new administrators professional development in Essential Elements of Instruction (EEI) Clinical Supervision (1 year) and National Institute for School Leadership (NISL) Executive Development Program (EDP)	SMUSD will continue to provide new administrators professional development in Essential Elements of Instruction (EEI) Clinical Supervision (1 year) and National Institute for School Leadership (NISL) Executive Development Program (EDP). NISL program fees will be funded through Title II: Professional Develop	\$75,000.00	No



Action #	Title	Description	Total Funds	Contributing
	Development Program (EDP)			
<b>1.21</b>	Provide AVID (Advancement via Individual Determination) elective courses in Grades 7-12	Provide AVID (Advancement via Individual Determination) elective courses in Grades 7-12 to increase access to post- secondary education and careers, with a focus on African-American, Latinx, and first-generation college unduplicated students. Fees are inclusive of AVID teachers and program fees. (\$861,658)	\$1,200,000.00	Yes
<b>1.22</b>	Develop a district-wide 6th grade school-wide AVID program	Develop a district-wide 6th grade school-wide AVID program by providing professional development for all 6th grade teachers on school-wide AVID strategies with a focus on African American students, Latinx students, students from socio-economically disadvantaged homes, and first generation college students. No additional funds will be used for this action, as it will be part of the district core practices and program offerings.	\$0.00	No
<b>1.23</b>	DISCONTINUED (22-23) - Employ district Math/Science/Independent Study/Homeschool Coordinator (Assistant Principal on Special Assignment)	San Marcos Unified will continue to employ a dedicated Math/Science/Independent Study/Homeschool Coordinator (Assistant Principal on Special Assignment/APOSA) to oversee the adoption, professional development, and implementation of NGSS-aligned science curriculum, as well as professional development in the 2021 CA. Mathematics Framework, and leading teams of teachers/administrators through the adoption and implementation process of a new 6-12 math curriculum. The APOSA will also coordinate and oversee a new independent study and homeschool program for grades TK-8 in response to community demand for alternative, flexible remote learning opportunities.	\$0.00	No
<b>1.24</b>	Fund AP exam costs to increase	SMUSD will continue to fund AP exam costs to increase accessibility to AP testing.	\$75,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	accessibility to AP testing.			
<b>1.25</b>	Provide professional development in best practices and effective implementation of educational technology	Provide professional development on the integration of technology in the classroom and blended learning model, in addition to the use of online resources (Google Suite, digital Learning Management Systems, Synergy, Illuminate, Seesaw, Nearpod, digital curriculum, etc.). Professional development will be ongoing, with new offerings added each year in order to maintain innovative and current practices around educational technology and instructional models inclusive of technology integration.	\$25,000.00	No
<b>1.26</b>	Continue to expand 50-50 Spanish dual language immersion program	Twin Oaks Elementary School offers a 50/50 English and Spanish dual language immersion program for TK, kindergarten, and first grade. This program will expand to additional grades in coming years, with the addition of one grade level per year. Students will receive 50% of instruction in English, and 50% of instruction in Spanish, with the goal of achieving literacy in both languages. Students within SMUSD may apply for enrollment at Twin Oaks Elementary School through the district transfer application process. Fees are inclusive of employing a kindergarten instructional assistant to help support students as they become acclimated in the dual immersion setting, providing additional assistance and small group instruction.	\$45,000.00	No
<b>1.27</b>	Continue practice of dedicated professional learning community (PLC) time weekly for all grade level/department teams	San Marcos Unified shall continue the practice of providing dedicated weekly PLC time to all teachers for the purposes of analyzing student data, developing engaging lessons, sharing/researching best practices, and creating re-teaching plans for students who are not meeting expectations within a given unit of study. PLCs allow teachers an easy way to brainstorm innovative ways to improve learning and drive student achievement. The essence of a PLC is a focus on and a commitment to student learning. Meeting weekly creates a bond and builds a team of leaders within the school or district that eventually extends regionally and globally. Learning from others within the PLC	\$1,491,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>allows teachers to reflect on ways to enhance their teaching and to adjust practices (Serviss, 2019).</p> <p>These learning communities also enhance teacher reflection of instructional practices and student outcomes. Meeting with PLCs gives teachers the ability to share student progress, and when the data is shared across grade levels within the building, educators and administrators take ownership of every child's education. Credentialed Physical Education teachers take the elementary classroom students for a period of time each week to allow the classroom teachers additional shared, collaborative planning and PLC time to address the differing needs of the students in their classrooms, particularly the unduplicated count student population. Funding costs reflect the 100% funding of PE teachers at our elementary schools, where teachers do not have a built in preparatory period.</p>		
1.28	Continue elementary music program	<p>San Marcos Unified will continue the practice of providing music education at all 12 elementary schools, and will continue to employ full time, credentialed music teachers at each site. Research shows that students engaged in music programs outperform their peers on every indicator: grade-point average, graduation rate, ACT scores, attendance and discipline referrals. Overall, a study conducted by the University of Kansas researchers from the School of Music and the Center for Public Partnerships &amp; Research (CPPR), demonstrated that the more a student participates in music, the more positive these benefits become (<a href="https://news.ku.edu/2014/01/14/ku-research-establishes-link-between-music-education-and-academic-achievement#:~:text=Analysis%20showed%20that%20students%20engaged,more%20positive%20these%20benefits%20become">https://news.ku.edu/2014/01/14/ku-research-establishes-link-between-music-education-and-academic-achievement#:~:text=Analysis%20showed%20that%20students%20engaged,more%20positive%20these%20benefits%20become</a>)</p>	\$1,302,578.00	Yes
1.29	Provide dual enrollment opportunities for	Funds will cover all school fees, removing barriers to opportunities for dual enrollment for low-income students.	\$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	students through Palomar College			
<b>1.30</b>	Employ additional Assistant Principal for La Mirada Academy	La Mirada Academy has recently expanded to a K-8 International Baccalaureate School. LMA's student population has grown to 1,005 students (per 2021 CALPADS report), with 91% of students qualifying for free and reduced lunch, and 43% of students classified as English Learners. LMA is currently evidencing significant achievement gaps when compared to the district average performance levels, with students performing in the "orange" range in mathematics (64.8 points below standard), and "yellow" range in ELA, with scores of 31.7 points below standard per 2019 California Dashboard indicators. Due to the high needs at the site, the district will add additional administrative support, specifically to focus on the 6-8th grade systems of support and instructional practices. This administrator will also direct work towards meeting individually with Long-Term English Learner Students and their families to develop a path forward to Fluent English Proficient reclassification, as well as college and career readiness.	\$201,593.00	Yes
<b>1.31</b>	DISCONTINUED (22-23) - Implement academic content performance standards adopted by the California State Board of Education	All teachers and school teams within San Marcos will continue to Implement academic content performance standards adopted by the California State Board of Education, as evidenced by daily use of state-adopted core curriculum, administration of standards-based assignments and assessments, and ongoing district instructional walkthrough and classroom observation data. No additional funds are required for this action as it is part of the district core practices and program offerings.	\$0.00	No
<b>1.32</b>	Continue to prioritize and ensure access to a broad course of study for unduplicated pupils.	San Marcos Unified shall continue to prioritize and ensure access to a broad course of study for unduplicated pupils through individualized counseling and guidance regarding course selection and college readiness course requirements (A-G), as well as creation of an equitable Master Schedule, which promotes and avails opportunities for advanced course enrollment to students from unduplicated populations. All students will have the opportunity to select electives	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		based on personal interest. There are no additional fees associated with this action, as it is included within core district practices and programs.		
<b>1.33</b>	Continue to prioritize and ensure access to a broad course of study for students with special needs.	San Marcos Unified shall continue to prioritize and ensure access to a broad course of study for students with special needs through individualized counseling and guidance regarding course selection and college readiness course requirements (A-G), as well as creation of an equitable Master Schedule, which promotes and avails opportunities for advanced course enrollment to students from unduplicated populations. All students will have the opportunity to select electives based on personal interest. Students with disabilities will receive individualized supports through their IEPs to provide access to broad course offerings. There are no additional fees associated with this action, as it is included within core district practices and programs.	\$0.00	No
<b>1.34</b>	NEW (21-22): Attract and retain teachers and support staff.	In order to attract and retain highly qualified teachers and support staff to support academic success for our students, and in particular, our unduplicated students, SMUSD shall increase the salary schedule to be competitive with other districts in and around San Diego County.	\$7,505,000.00	Yes

## Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, the data suggests that there is room for improvement in both reading and math proficiency levels. Targeted interventions, instructional support, and resources may be necessary to bridge the achievement gaps and ensure that students are meeting grade-level expectations. Additionally, the comparatively lower performance in Math as indicated by the CAASPP scores suggests a need for focused attention on improving math education and addressing any barriers to success in this subject.

A K-5 Science Leadership Team has been formed and has been trained in NGSS, unit, lesson design and delivery and alignment to current ELA and Math curriculum. This team has partnered with SDCOE to develop and deepen teachers' NGSS knowledge so that informed

evaluation of instructional materials may occur. Middle School teachers are engaged in OpenSciEd training, learning two units a year with full implementation by 2025. High School teachers have participated in field testing the new OpenSciEd curriculum and will implement OpenSciEd in the 23-24 school year

1. Standards Alignment: Align the interim/benchmark assessments with the state standards for ELA and math at each grade level. Ensure that the assessments cover the essential knowledge and skills.
2. Assessment Design: Develop a coherent and consistent design for the assessments. Consider the format, item types, and administration logistics. Create a blueprint that outlines the content and skills assessed in each assessment.
3. Item Development: Create a pool of high-quality assessment items that align with the standards. These items should cover various levels of cognitive complexity and address the different aspects of ELA and math. Review and refine the item bank regularly based on feedback and assessment data.
4. Assessment Administration: Establish clear guidelines and protocols for administering the interim/benchmark assessments consistently across all grade levels and schools. Provide training to educators on proper administration procedures and protocols to ensure standardization.
5. Data Collection and Analysis: Collect the assessment data and organize it in a format suitable for analysis. Use Tableau to create dashboards for each of the identified areas: Demographics, Discipline, Attendance, Secondary Grades, Elementary Grades, CAASPP Data, ELPAC Data, and CTE Program Progress.
6. Dashboard Design: Collaborate with educators, administrators, and stakeholders to determine the specific metrics and visualizations required for each dashboard. Design the dashboards in Tableau, ensuring they are user-friendly and provide meaningful insights into the respective areas.
7. Data Integration: Integrate the assessment data with other relevant student data, such as demographic information, discipline records, attendance data, and program participation records. This allows for a comprehensive analysis that considers multiple factors influencing student performance.
8. Dashboard Implementation: Deploy the Tableau dashboards to the appropriate stakeholders, such as teachers, administrators, and district-level personnel. Provide training and support on how to interpret and utilize the dashboards effectively to inform decision-making and instructional planning.
9. Continuous Improvement: Regularly review and update the interim/benchmark assessments based on student performance data and feedback from educators. Continuously refine the dashboards to ensure they provide the most relevant and actionable insights for each area.
10. Professional Development: Provide ongoing professional development to educators on how to interpret and use the assessment data and Tableau dashboards effectively. Support teachers in using the data to inform instruction, identify areas of improvement, and tailor interventions to student needs.

By combining the development and implementation of cohesive, aligned, standards-based interim/benchmark assessments with the creation of Tableau dashboards for data analysis, the district can have a comprehensive system in place to monitor student progress in ELA and math while also gaining insights into student demographics, discipline, attendance, secondary and elementary grades, CAASPP and ELPAC data, and CTE program progress. This integrated approach facilitates data-driven decision-making, personalized instruction, and targeted support for improved student outcomes.

**An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.**

The budget allocation for this goal was 4.8 million dollars. The district spent 4.2 million of the allocation. All budget expenditures were in accordance with the allocation except as follows:

- 1.2- Secondary sites do not administer the iReady Math diagnostic, instead they administer a free of cost diagnostic from UC California.
- 1.5- Cost of platform/software increased from projected quote.
- 1.6- Cost of platform/software increased from projected quote.
- 1.7- Action is partially completed due to an inability to acquire substitutes for release time. This was due in large part to the high quantity of teachers out on a regular basis for COVID, or close contact status and the lack of substitute availability.
- 1.9- Reduced cost due to multiple year contract with vendor.
- 1.10-Actual number of new and second year teachers required an increase of funds for Essential Elements of Instruction (EEI) training by \$45,000.
- 1.19-Hanover scope of work was reduced from original contract to exclusively focus on the LCAP survey.
- 1.20- Several administrators left the district/program part way through, incurring a reduced cost to the district.
- 1.21- Middle Schools have begun to implement AVID Excel to support ELD supplemental instruction, increased funds were needed to cover this change.
- 1.24- Less students required a waiver.
- 1.25- There were few expenses due to step and column adjustments.
- 1.26- There were few expenses due to step and column adjustments.
- 1.27-SMUSD PE Teacher salary was less than expected due to step and column adjustments and the filling of positions after the beginning of the school year.
- 1.28- SMUSD music teacher started after the school year, additionally there were few expenses due to step and column adjustments as originally anticipated.
- 1.29- Dual Enrollment costs were moved to the Secondary Budget allocation.
- 1.30-Actual cost of La Mirada Academy additional assistant principal was \$201,593.



## An explanation of how effective the specific actions were in making progress toward the goal.

The summary provided includes various updates and accomplishments related to different aspects of the educational system. Here's a breakdown of the key points:

### Curriculum and Standards:

The district has a board-approved curriculum that is standards-aligned.

- Pacing guides and timelines have been implemented district-wide, ensuring alignment with the curriculum and providing a guaranteed and viable learning experience for students.
- Curriculum councils are working on pacing guides and essential standards to address variance in student success and progress.

### Assessment and Data Analysis:

- iReady Diagnostic assessments are administered three times a year throughout the district.
- Principal goals and Single Plan for Student Achievement (SPSA) are aligned to the iReady Diagnostic.
- The district uses the assessment data for progress monitoring, data analysis, and to implement appropriate intervention and acceleration strategies.
- The data has allowed for student growth comparable to state and national measurements.

### Science and NGSS Implementation:

- A K-5 Science Leadership Team has been formed and trained in NGSS, unit and lesson design, and alignment with ELA and Math curriculum.
- Middle school teachers are engaged in OpenSciEd training, with full implementation of two units per year by 2025.
- High school teachers have participated in field testing the new OpenSciEd curriculum and will implement it in the 2023-2024 school year.

### Tableau Dashboards and Professional Development:

- Tableau dashboards have been created to monitor student progress across various areas.
- Professional development has been provided based on assessment data and student needs.
- Systems have been aligned in Mathematics, Phonics instruction, Science, and NGSS to ensure consistent high-level instruction.
- Efforts have been made to increase enrollment, participation, and success of unduplicated students.

### Other Initiatives:

- The district offers AVID sections for students, supporting an equitable learning environment and focusing on collaboration, inquiry, and organization.
- Twin Oaks Elementary expanded its program to include 3rd grade, providing all TK-3 students with the 50-50 Spanish Dual Immersion Program.
- Efforts have been made to increase student access to a broad course of study, including CTE courses and Advanced Placement (AP) enrollment.

#### Retention and Satisfaction:

- The district has maintained a high percentage of new teachers and classified staff employed and retained.
- Staff surveys indicate favorable views of their job satisfaction.
- However, there has been a slight decrease in on-level performance in iReady scores for all students and English learners.

Overall, the summary highlights various achievements and ongoing efforts to improve curriculum, assessment practices, professional development, equity, and student outcomes in the district. Below is a summary of improvements reflected in Goal 1 Metrics:

- 52% of EL students have made progress towards EL proficiency based upon the Dashboard (M1.2)
- +4% increase in Homeless students group making progress on CAASPP ELA (M1.4)
- 44.6 Hispanic student group met or exceeded standard on CAASPP ELA (M1.14)
- 65% of students Completed A-G requirements (+1.7%) (M1.15) (M1.22)
- +4.7% increase of Socioeconomically disadvantaged students that completed at least one CTE Pathway (M1.16)
- +4.6% increase in English learner students that completed at least one CTE Pathway (M1.16)
- +5% increase in Hispanic students that completed at least one CTE Pathway (M1.18)
- +4.5% increase in Hispanic students that completed A-G Requirements and at least one CTE Pathway (M1.18)
- +4.6% increase in African American students that completed A-G Requirements and at least one CTE Pathway (M1.18)
- +4.3% of Homeless students in AP exams, four year graduation rate cohort. (M1.20)
- +3.6% increase in Students with Disabilities that completed A-G Requirements and at least one CTE Pathway (M1.18)
- 70% of AP students passed one or more exams (+14%) (M1.24)
- +12% increase in all students scoring at or above grade level on the math iReady assessment (M1.27)
- +3.9% increase in EL reclassification rate (M1.28)
- +165 increase in students that have dual/concurrent enrollment at Palomar College (M1.31)
- 95.2% Graduation Rate (+1.1%) (M1.34)
- 69.4% of African American students met A-G Graduation Requirements.
- +2% increase of Hispanic students meeting A-G graduation requirements (51.9%) (M1.41)
- +6% increase of Hispanic students meeting A-G graduation requirements (21%) (M1.50)

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

The summary provided includes several updates and plans for various aspects of the educational system. Here's a breakdown of the key points:

#### iReady and Diagnostic Tools:

- SMUSD will continue to implement iReady but explore other diagnostic tools for high school standards, progress monitoring, and data analysis (1.2).

- Development of new high school courses is on hold until the completion of the Portrait of a Graduate work (1.13).
- Science courses meeting NGSS standards and A-G requirements are available to all students (1.23).

#### Tableau Dashboards and Professional Development (1.5):

- Development of Tableau Dashboards will continue with input from EdServices Directors and School Site personnel.
- Assessment data and student needs will drive professional development offerings.
- Professional development will focus on math discourse, literacy best practices, and science instruction (1.7).
- The goal will be modified to target unduplicated students and align with CTE grants and programs (1.8).
- The goal will include enrollment and success of unduplicated students at both high schools and alignment of middle school programs (1.8).

#### Instructional Strategies and Curriculum:

- Instructional components are being refined, including the implementation of a "flipped Classroom" model. (1.25).
- The district will explore how to connect EEI with the Portrait of a Graduate work and support future-ready students through high-quality instruction (1.10).
- Formative assessments will continue to drive instruction and instructional change (1.5).
- Cross-curricular course offerings based on student interest will be developed through the Curriculum Council.

#### Independent Study and Math Curriculum (1.15):

- 6-12 sections of Independent Study will continue to be offered.
- K-5 sections in the Independent Study Program will not be offered for the 2023-2024 school year.
- SMUSD will wait for guidance from California and the new Math Framework before adopting a new math curriculum.

#### Grading Practices and Systems Design (1.17):

- The district's vision and work with Portrait of a Graduate will catalyze moving grading practices to the forefront.
- Recommendations from Systems Design Benchmarking will be utilized to develop a clear and cohesive standards-based grading plan.
- Community feedback is essential for the LCAP rewrite process (1.19).

#### AVID and AP Programs (1.21):

- AVID courses will continue to be offered at the secondary level, with a focus on ensuring underserved populations are aware of and informed about these courses.
- Master schedules will be developed to support AVID sections in 6th grade.
- AP Exam costs will be funded to increase accessibility (1.24).

#### Equitable Access and Student Support:

- The TK-4 program will be implemented, introducing it to 4th-grade classes (1.26).

- Support is needed to ensure Hispanic and socio-economically disadvantaged students meet A-G graduation requirements and that Foster Youth students have access to and enroll in AP courses (1.32), (1.24).
- Equitable access to a broad course of study for students with IEPs will be supported (1.32).
- The percent of students involved in general education classes for over 80% of the day has increased systematically (M1.50).

Professional Development and Employee Retention (1.34):

- Professional development will continue to support student academic performance and employee retention efforts.
- Training will include Orton Gillingham, fluency, Core Curriculum, Essential Elements of Instruction, math discourse, and the hiring of district Math TOSAs.

Overall, the summary highlights ongoing efforts to enhance assessment practices, instructional strategies, curriculum alignment, student support, and professional development in SMUSD.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
2	Design and implement systems and structures that provide universal, targeted, and intensive academic, behavior, social-emotional, and college and career readiness supports, to remove barriers to learning, eradicate achievement and opportunity gaps, and improve outcomes for all students.

An explanation of why the LEA has developed this goal.

California's vast and complex PreK-12 educational system requires a multi-faceted approach that is scalable and sustainable. The national transition from the No Child Left Behind legislation to the Every Student Succeeds Act (ESSA) provides the context for weaving together multiple resources and supports to enhance student learning into a comprehensive Multi-Tiered System of Support (MTSS) framework to improve student outcomes based on the California Way. This unification effort addresses barriers to learning and engages students by creating a culture of collaboration among marginalized and fragmented support systems. The road to every child succeeding involves a statewide transformation that: 1) enhances equitable access to opportunity 2) develops the whole child 3) closes the opportunity and achievement gaps for all students.

In order to address LCFF Priority Areas 4 (Pupil Achievement), 5 (Pupil Engagement), 6 (School Climate), 10 (Foster Youth: Conditions of Learning), and 8 (Student Outcomes) all SMUSD schools will provide an inclusive, equitable, and positive learning environment for each and every child. Multidisciplinary site teams will address every student's academic, behavioral, social-emotional learning, and college and career readiness, through a continuum of support, that is universally designed and differentiated to meet the needs of the whole child. Inclusive Academic Instruction supported by California's State Standards and Frameworks and Response to Instruction and Intervention (Rtl2), Inclusive Behavior Instruction such as Positive Behavioral Intervention and Supports (PBIS) and Restorative Practices, and Inclusive Social Emotional Learning (SEL) guided by our CA SEL principles, are integrated together to create the core pillars of the SMUSD MTSS framework. San Marcos Unified will ensure culturally responsive schools that increase attendance, supports second language development, prevent dropouts, lower disciplinary rates, improve school climates and boost academic performance for all students.

The implementation of this goal is supported by data evidencing a significant achievement gap for our English Learner students, inclusive of Reclassified Fluent English Proficient students in the four-year monitoring cohort, based on the 2019 California Dashboard Equity Report; wherein this student group again scored in the "orange" or "low" range in the areas of college and career readiness (15.3% prepared, with 40.3% of 2020 English Learner student graduates completing a-g requirements), mathematics (64.5 points below standard, 17.39% proficient), and English language arts (32.2 points below standard, 19.3% proficient). Current English learners, based on 2019 CAASPP data performed 67 points below standard in English Language Arts, as compared to 3 points above standard for Reclassified Fluent English Proficient students, and 57.2 points above standard for English-only students. 2020-2021 iReady Diagnostic data also supports the existence of an achievement gap for elementary English Learner students, with 41% of students at or above grade level in ELA, and 32% at or above grade level in math. District-wide elementary iReady data also showed that 13% of English Learner students made growth in reading from

Fall 2020 to Spring 2021, and 33% of English Learner students made growth in the area of math based on beginning of year assessment metrics. Through inclusion of supplemental, evidence-based interventions embedded within the school day, and via extended learning time, this goal will improve academic outcomes for English Learner students, and increase proficiency levels in ELA and math for this student group.

In conducting an analysis of district-wide collective discipline data for 2018-2019 (prior to campus closures due to COVID-19 in 2019-2020), trends were evident among at-risk youth. 6,624 discipline incidents resulted in 461 total suspensions. Of those suspensions, 10% were administered to English Learner students, 26% to students with disabilities, 58% to students from socioeconomically disadvantaged homes, 2% to homeless youth, and 61% to Latinx students. The data demonstrates that students from historically marginalized populations are more likely receive disciplinary action resulting in removal from the classroom, illustrating the need for increased multi-tiered systems of support to address behavioral and social-emotional needs, in order for students to learn coping strategies, conflict resolution skills, and to increase perceptions of inclusion and belonging within the school setting. Staff can address these needs through training and implementation of trauma-informed practices, restorative justice, PBIS, increased direct contact with at-risk students and their guardians, and offering alternative learning centers. An additional analysis of the over 6,000 discipline incidences across the district in 2019-2020 revealed that the top two student violations were habitual tardies and truancies. It is essential that students are supported in daily school attendance through tiered re-engagement strategies, and personal outreach from school personnel to improve outcomes in this area. These strategies will also address dropout prevention, as a total of 22 students dropped out of school over the course of the 2018-2019 and 2019-2020 academic years; primarily Latinx students (73% of all student dropouts), and students from socioeconomically disadvantaged homes (68% of all student dropouts).

A considerable percentage of parents and students (36%), completing the annual LCAP survey in Spring 2021, do not understand the types of academic support available to students, while 37.6% do not understand the types of social-emotional support available to students. This is an area that should be addressed going forward to ensure all stakeholders are aware of the help available within district schools to address academic and social-emotional needs. 32% of Foster Youth guardians indicated schools are not currently providing sufficient academic support for Foster Youth, which will also be addressed in the 2021-2024 LCAP. The overall SMUSD parent population, as measured by the LCAP survey, demonstrated a need to further encourage parent and community involvement, with 35% of respondents indicating this collaborative effort is not currently occurring. Additionally, 58% of parent respondents indicated they are not involved in decision-making processes at their children's schools, and 64% stated they are not involved in decision-making at the district level. 39% of parents indicated they do not receive sufficient communication regarding their child's progress. Parent engagement, outreach, and communication strategies will be embedded within the new San Marcos Unified LCAP, in order for parents to feel heard, informed, valued, and involved. Finally, to address the concern shared by 39% of parent respondents, that district schools are not effectively educating students, the LCAP will include clear, cohesive and aligned goals and actions addressing student achievement and provision of high-quality instructional programs.

Finally, in analyzing school instructional model preference survey data from 2020-2021, it was evident, based on the 2,000 elementary students, 850 middle school students, and 950 high school students, who opted to enroll in remote instruction programs for the entirety of the year, that students should be offered an independent study, virtual, or homeschool program option post-pandemic in the 2021-2022 School Year and beyond. 74% of high school students participating in the 2020-2021 annual Speak Up Survey indicated the greatest benefit of virtual learning is "learning at [their] own pace," while 60% of middle school students identified the greatest benefit as "learning to be

responsible for [their] own learning." The inclusion of an at-home learning program will address the needs of students who do not thrive in the larger, bustling, traditional in-person school model, and are seeking a different mode of learning.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
M-2.1) Suspension Rates (All Students) based on California Dashboard reports	Status: 0.73% of students were suspended at least once in the 2019-2020 School Year  1.5% of students suspended at least once, based on 2019 California Dashboard reports (-0.3%)	2020-21: 0.2% Suspension Rate (All Students)	2021-22 Status: 1.9% (All Students) (+1.7%)		Status: 0% suspension rate
M-2.2) Suspension Rates: Foster Youth Student Group based on California Dashboard reports	Status: 15.2% of Foster Youth suspended at least once, based on 2019 California Dashboard reports (-2.7%)	Status 2020-21: Suspension Rate (Foster Youth) 0.0%	2021-22 Status: 12.8% (Foster Youth) (+12.8%)		Status: 0% suspension rate
M-2.3) Chronic Absenteeism Rate (All Students) based on California Dashboard reports	Status: 2.28% of students were chronically absent in 2019-2020 based on district attendance data. 5.8% of students were chronically absent	Status 20-21: 9.5% of students were chronically absent as based on the CDE DataQuest absenteeism data.	2021-22 Status: 25.1% of students were chronically absent per CDE (+15.6%)		Status: 2% reduction: 1.28% of students or less will be chronically absent



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	based on 2019 California Dashboard reports (-1.5%)				
M-2.4) Chronic Absenteeism Rate (Foster Youth) based on California Dashboard reports	25% of foster youth students were chronically absent based on 2019 California Dashboard reports (+13.9%)	2020-21 Status: 62.5% of Foster Youth were chronically absent as based on the CDE DataQuest absenteeism data.	2021-22: 57.4% of Foster Youth were Chronically Absent (-5.1%)		Status: 20% reduction: 5% or less of foster youth students will be chronically absent
M-2.5) Chronic Absenteeism Rate (Homeless Youth) based on California Dashboard reports	Status: 17.8% of homeless youth students were chronically absent based on 2019 California Dashboard reports (-5.9%)	2020-21 Status: 30.6% of Homeless Youth were chronically absent.	2021-22 Status: 43.0% of Homeless Youth were chronically absent (+12.4%)		Status: 12.8% reduction: 5% or less of homeless youth will be chronically absent
M-2.6) Expulsion Rate	Status: 0 student expulsions in 2018-2019 and 2019-2020	2020-2021 Status: .0% rate of expulsion.	2021-2022 Status: .0% rate of expulsion.		Status: 0 student expulsions
M-2.7) District-wide student discipline referrals	2019-2020: 833 recorded disciplinary incidents district-wide  2018-2019: 6,624 recorded disciplinary incidents district-wide	20-21 Status: 181 recorded disciplinary incidents district wide.  2021-22: 8817 Incidents	2022-23 Status: 10,186 Incidents (+1,369)		Status: Reduce number of disciplinary incidents by 25% from 2018-2019 (in-person learning model) levels: 4,968 incidents or less

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
M-2.8) School MTSS Team Meeting Agendas	Status: Baseline (0): No Data to Report	2020-21 Status: 78 MTSS Meetings held across all school sites.	2021-22 Status: 144 MTSS meetings held across all district schools.		10 Agendas per year for monthly MTSS meetings at all SMUSD schools
M-2.9) Elementary (grades K 5) Spring iReady reading data (English Learner student group)	41% of EL students at or above grade level in ELA in Spring 2021	2021-22 Status: 36% of K-5 EL students scored at or above grade level on the Reading iReady diagnostic (+28% growth from the Fall).	2022-23 Status: 39.20% (+3.2%)		Status: 30% Increase: 71% of EL students at or above grade level in ELA by Spring 2024
M-2.10) Number of D/F Grades for EL and RFEP (within four years) at first semester mark	2020-2021: 23% of EL students received one or more D/F grades at first semester mark	2021-22 Status: 13% of EL and RFEP students received one or more D/F grades at the first semester	2022-2023 Status: 28% of EL Students Received 1 or more D/F grades at the first semester (+15%)		Status: Reduce by 15%: No more than 8% of EL/RFEP students will receive D/F grades at first semester mark
M-2.11) Grades 6-12 D/F Grades for Hispanic/Latinx Student Group based on local data for semester 1	67.4% of Hispanic/Latinx students in grades 6-12 received one or more D/F grades based on 2020-2021 Semester One data	2021-22 Status: 40% of Hispanic students in grade 6-12 received one or more D/F grades based on Semester 1 data.	2022-2023 Status: 16% of Hispanic students in grade 6-12 received one or more D/F grades based on Semester 1 data (-24%)		Status: Reduction of 42.4%: 25% or below of Hispanic/Latinx students will receive D/F grades at the end of Semester One
M-2.12) Elementary (grades K 5) Spring iReady math data (English Learner student group)	32% of EL students at or above grade level in math in Spring 2021	2021-22 Status: 37% of ELs score at or above grade level on the iReady math Spring diagnostic	2022-23 Status: 35.89% of ELs score at or above grade level on the iReady		Status: 30% Increase: 62% of EL students at or above grade level in math in Spring 2021

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			math diagnostic (-1.1%)		
M-2.13) Elementary (K-5) iReady reading diagnostic: student growth targets measure-Spring assessment window (English Learner student group)	13% of English Learner students made growth in reading from Fall 2020 to Spring 2021	2021-22 Status: Fall: 7.89% -->Spring: 35.56%	2022-23 Status: Fall: 5.96% -->Spring: 39.20% (+3.64%)		Status: 30% Increase: 43% or more of EL students will make growth in reading from Fall 2020 to Spring 2021
M-2.14) Elementary (K-5) iReady math diagnostic: student growth targets measure-Spring assessment window (English Learner student group)	33% of English Learner students made growth in the area of math from Fall 2020 to Spring 2021	2021-22 Status: Fall:3.00% -->Spring: 35.89%	2022-23 Status: Fall: 2.53% -->Spring: 35.89%		Status: Status: 30% Increase: 63% or more of EL students will make growth in math from Fall 2020 to Spring 2021
REVISED (22-23) M-2.15) CCGI Plans for Grades 7-12.  Revision will include plans for a new platform when adopted.	Baseline: new initiative	Not implemented	Partial Implementation: District selected Xello as an option be implemented in 2023-2024		100% of current 7-12th grade students will have documented CCGI plans by June 2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
M-2.16) Elementary School Attendance Rate	96.27% attendance rate for SMUSD Elementary Schools for the 2020-2021 year.	2021-22 Status: 96.27% attendance rate for Elementary Schools.	22-23 Status: 93.61 % (-2.66%)		Status: Maintain a 98% or better attendance rate for SMUSD Elementary Schools.
M-2.17) Middle School Attendance Rate	97.07 attendance rate for SMUSD Middle Schools for the 2020-2021 year.	2021-22 Status: 94.51% attendance rate for Middle Schools	22-23 Status: 93.93 % (-.58%)		Status: Maintain a 98% or better attendance rate for SMUSD Middle Schools.
M-2.18) High School Attendance Rate	96.06% attendance rate for SMUSD High Schools for the 2020-2021 year.	2021-22 Status: 95.24% attendance rate for High Schools.	22-23 Status: 93.42 % (-1.82%)		Status: Maintain a 98% or better attendance rate for SMUSD High Schools.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Hire a designated district Foster Youth Liaison to provide individualized supports to San Marcos Unified Foster Youth	<p>With an increase in foster youth students enrolled in San Marcos Unified, coupled with the scope of the needs of this student group, the district prioritized the need to hire a full-time Foster Youth Liaison to coordinate individualized services and supports for students. Responsibilities will include provision/coordination of additional counseling and academic supports, site visits to group homes, collaboration with community agencies and foster youth organizations, and personalized attendance, emotional support, and behavior plans for all district foster youth.</p> <p>Specific services and supports provided via the San Marcos Foster Youth Liaison shall include: attending Child Family Team Meetings, providing Education updates and recommendations to support academic success, providing Mental Health services including crisis counseling for Foster Youth, Weekly or Bi-Weekly visits to Casa De Amparo to meet with students and CdA staff, assisting Special</p>	\$102,844.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Education Specialist with meeting notices for ERH, CASAs, Social Workers, Attorneys, Foster Youth Guardians, Foster Youth Case Managers, assessing at-risk behaviors related to CSEC, PTSD, suicidal ideation, depressions, anxiety, aggression to provide safe environments with positive reinforcements, contacting FY case managers, cottage staff, supervisors when FY attempt AWOL or refuse to follow school policies to demonstrate a working partnership to keep student safe, calling Cottages (A-D) for check-ins, meeting with CdA case manager and school site social workers at Woodland MS &amp; Mission Hills HS weekly, facilitating CdA case manager meetings for FHS and TOHS while updating staff on student's academic progress, attendance and behavior, maintaining Google Forms for CdA enrollments for each Foster Youth residing at CdA throughout the school year including students attending Charter Schools, Court School (JCCS) or school of origins outside of SMUSD. Additional services will entail collaborating with SDCOE FY Liaisons to ensure students are enrolled, receiving academic resources (Chromebooks, Books, Chargers etc) and transportation, collaborating with school counselors when student schedules are developed to ensures FY are enrolled in appropriate classes with trauma informed care, collaborating with school nurses when FY require medication such as insulin, asthma, or other medications, allergies</p> <p>Follow up with registrars to ensure FY receive partial credits when checking out of school and transcripts are updates, meeting with CdA therapists to review mental health concerns for FY, interview social workers, ERH, P.O. Attorney to gain background information for FY, obtaining Exchange of Information for mental health providers outside of SMUSD</p> <p>Meet with FY prior to disenrollment to give student updated transcripts and grades Monitor Synergy disenrollments to ensure CalPads is updated when students are no longer attending SMUSD schools, attending Foster Youth Summit Annual Conference, conducting Best Interest Determination (BID), promoting School Stability when assessing for School of Origin, assisting FY teen parents with SMUSD childcare support at FHS, early Start eligibility. Regional Services support, and recommend SSTs for FY students requiring academic review for success.</p>		

Action #	Title	Description	Total Funds	Contributing
<b>2.2</b>	REVISED (22-23) - Expand CCGI offerings through developing an online system where students plan, assess and adjust their own pathway as they travel from 7th grade to 12th grade.	In order to obtain relevancy for students, it is not enough to develop and implement relevant courses in isolation. SMUSD must also co create pathways and plans for post secondary life with students and families. Currently, CCGI's platform allows for students, who are four year college bound, to plan, assess and adjust a plan that will lead them to a four-year college. However, the goal is that all students in SMUSD have the opportunity to engage in developing their own path through San Marcos Unified courses and opportunities. Over the next three years, SMUSD will collaborate with online platforms, existing technologies, employers, 2 year colleges, and 4 year colleges, to develop an online system where students plan, assess and adjust their own pathway as they travel from 7th grade to 12th grade. Platforms and plans will be implemented into a student's daily life through courses, counseling and social-emotional learning. Training will be availed to secondary school counselors in June-August 2021.	\$20,000.00	No
<b>2.3</b>	Continue to expand academic and social-emotional supports for homeless youth and low income students.	San Marcos Unified currently enrolls over 200 homeless youth. The needs of this student population are vast and far-reaching; including basic needs, such as clothes, personal care items, transportation vouchers, and meals, to individualized academic and social-emotional supports. The district will continue to employ a full-time Parent Liaison, who will also serve as the McKinney-Vento liaison for San Marcos Unified. The McKinney-Vento liaison will train site liaisons in best practices for serving homeless youth, attend county and state-sponsored professional development in this area, and oversee the provision of supplemental programs for homeless youth, including tutoring, before/after school learning, individual counseling sessions, and inclusion within district expanded learning programs. The goal is to ensure SMUSD homeless youth have access to additional programs, services, and supports needed to help them attend school and engage meaningfully in the curriculum , while addressing the possible trauma and mental health impacts associated with	\$217,966.00	Yes

Action #	Title	Description	Total Funds	Contributing
		homelessness that may provide barriers to learning. The Expanded Learning grant set-aside allocation of \$201,000 will help to fund personalized academic, behavioral, and social-emotional services for every homeless youth in San Marcos Unified. Additional expenditures include funding the district Homeless and Parent Liaison position, as well as the Title I reserved allocation for homeless youth services.		
<b>2.4</b>	REVISED (22-23) Add additional personnel to classrooms to support Tier One, universal interventions and provide access to small group instruction	San Marcos Unified is committed to providing differentiated instruction within general education classroom settings to support diverse groups of learners. Using the Expanded Learning Grant set-aside allocation for TOSAs and other mental health professionals, the district will hire additional high quality professionals in core academic classes, for the purpose of increasing access to small group instruction and one-on-one assistance for students evidencing a need. Priority will be given to schools with higher populations of socio-economically disadvantaged youth, homeless youth, foster youth, and English Learner students, as our data analysis indicates significant opportunity and achievement gaps for these student groups.	\$1,820,000.00	Yes
<b>2.5</b>	Continue to employ school social workers at all district schools for the purpose of supporting social-emotional learning and wellness, positive behavior supports and interventions, anti-bullying prevention and education, and restorative justice	San Marcos Unified will continue to fund ten, full-time school social workers to provide services within all district schools to support the district MTSS framework, in the realms of social-emotional learning and services, PBIS, anti-bullying and anti-racism initiatives and education, and restorative justice. Social workers will conduct risk/threat assessments for students expressing suicidal ideations. Social workers will also provide outreach directly to families in need, to help coordinate community mental health and additional services. The district Student Services Director will oversee the school social work program and associated offerings to ensure a cohesive and aligned system of supports for students and families.	\$1,530,667.00	Yes
<b>2.6</b>	DISCONTINUED (22-23) - Provide Tier	All schools within San Marcos Unified will provide students not making sufficient progress with Tier One universal supports, aligned to the	\$0.00	No



Action #	Title	Description	Total Funds	Contributing
	Two Targeted Supports in the areas of academics, behavior, social-emotional wellness, and college and career readiness	SMUSD MTSS Framework, with targeted, evidence-based, Tier Two supplemental supports. It is estimated that 10% of our student population will evidence a need for additional supports beyond those provided universally, with the core instructional program. Site Assistant Principals will serve as the school MTSS Coordinators, and will ensure that all students evidencing a need, based on universal screening procedures and data collection tools, are availed a Student Study Team meeting with relevant school staff and parents/guardians, to develop a personalized intervention plan for students, inclusive of supplemental supports in areas of need. All SMUSD schools will develop and implement MTSS/SST protocols aligned to the San Marcos Unified MTSS Framework. Additionally, using Expanded Learning grant dollars, all school sites will submit expanded learning program offerings based on the unique context of their schools and student population, following completion of a needs assessment and Educational Partner input process. Expanded learning in 2021-2022 will include Tier Two academic, behavioral, social-emotional, and college and career readiness activities, including before/after school learning, small group or or individualized tutoring, counseling, SEL-focused clubs, and enrichment activities to provide hands-on learning experiences. Foster youth, homeless youth, English learner students, and students from socio-economically disadvantaged households will be prioritized when developing supplemental intervention and expanded learning programs		
<b>2.7</b>	DISCONTINUED (22-23) - Provide Site-Level Summer Expanded Learning Programs to Address Social Emotional Learning and Learning Acceleration	As a result of the COVID-19 pandemic, and subsequent campus closures, the state of California provided supplemental funds to use for the purpose of expanded learning for students evidencing a need, to address learning loss mitigation and address student social-emotional needs. In San Marcos Unified, all school sites will develop extended year programs in Summer 2021 and Summer 2020, addressing SEL and learning acceleration for students evidencing a need. All programs will be developed following completion of a comprehensive site needs assessment and after vetting stakeholder input. All program designs will embed evidence-based curriculum and teaching strategies, as well as daily attendance tracking and student progress monitoring tools. At	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		the end of each summer session, site teams will complete a program evaluation to determine the effectiveness of the interventions. Priority enrollment in summer expanded learning programs will be given to homeless and foster youth, English Learner students, and students from socioeconomically disadvantaged homes.		
2.8	DISCONTINUED (22-23) - Provide Tier Three, intensive supplemental supports and interventions to students evidencing a need	<p>All schools within San Marcos Unified will provide students not making sufficient progress with Tier One universal supports, and Tier Two, targeted supports, aligned to the SMUSD MTSS Framework, with intensive, evidence-based, Tier Three supplemental supports. Site Assistant Principals will serve as the school MTSS Coordinators, and will ensure that all students evidencing a need, based on universal screening procedures, evidence of previous, targeted supplemental interventions, using data collection tools, are availed a Student Study Team meeting with relevant school staff and parents/guardians, to develop a personalized, intensive intervention plan for students, inclusive of supplemental supports in areas of need. The approximately 5% of students evidencing a need for Tier Three supports will be availed small group or one-on-one sessions with teachers, instructional assistants, counselors, or social workers, depending upon individual student profiles. Additional staff, to include instructional assistants and teachers, will be hired to support providing small group or individualized supports.</p> <p>All SMUSD schools will develop and implement MTSS/SST protocols aligned to the San Marcos Unified MTSS Framework. Additionally, using Expanded Learning grant dollars, all school sites will submit expanded learning program offerings based on the unique context of their schools and student population, following completion of a needs assessment and stakeholder input process. Expanded learning in 2021-2022 will include Tier Three academic, behavioral, social-emotional, and college and career readiness activities for a small percentage of at-risk youth, including before/after school learning, small group or individualized tutoring, counseling, SEL-focused clubs, and enrichment activities to provide hands-on learning experiences. Specialized curriculum will be adopted to address the</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		intensive level of need evidenced by student receiving Tier Three supports. Foster youth, homeless youth, English learner students, and students from socio-economically disadvantaged households will be prioritized when developing supplemental intervention and expanded learning programs. No additional funds will be used for this action, as it will be part of the district core practices and program offerings.		
2.9	Provide summer learning academies for English Learner students	San Marcos Unified will continue the past practice of offering an additional month of instruction for selected English Learner students, in grades 1-7, through a summer English Learner academy for approximately 600 students. Summer academies will be hosted by the four highest-need schools in the district, based upon performance data, number of English Learner students, and free/reduced lunch rate. Students will receive three hours per day of targeted instruction from current San Marcos credentialed teachers, using evidence-based supplemental curriculum aligned to the core standards-based, district-adopted curriculum, focused on improving skills in four domains: listening, speaking, reading, and writing. STEAM integration will also be included, as will provision of an after-school Expanded Learning program for four hours per day, immediately following daily language academy sessions, to provide further enrichment and hands-on learning opportunities, in addition to SEL activities. Teachers will conduct ongoing progress monitoring using formative and summative assessment measures, and a program evaluation will be conducted at the end of the summer to determine impact and effectiveness. The district-level academies and before/after school/summer expanded learning opportunities will be coordinated by the Director of Special Programs. Support personnel for these programs includes the Special Programs Administrative Secretary, who coordinates facilities permits, materials/curriculum ordering and distribution, student outreach/program invitations, class rosters/attendance data, responding to parent questions, and communication with program staff based at the sites.	\$300,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>2.10</b>	DISCONTINUED (22-23) - Continue partnership with the California School-Age Families Education (Cal-SAFE) Program, to serve expectant and parenting teens within the district.	<p>San Marcos Unified will continue to collaborate with The California School-Age Families Education (Cal-SAFE) Program, to serve expectant and parenting teens within the district.</p> <p>The goals of the program are:</p> <ul style="list-style-type: none"> <li>To provide expectant and parenting teens with support services while completing their education.</li> <li>To provide resources to assist expectant and parenting teens plan for their future.</li> <li>To provide care and early education for their infants and toddlers.</li> </ul> <p>The California School-Age Families Education (Cal-SAFE) Program staff will consult with referred students and their parents/guardians in planning an educational program to be pursued during and following pregnancy.</p> <p>They may provide services and/or information concerning sources of appropriate assistance for the following:</p> <ul style="list-style-type: none"> <li>Referral to related support services</li> <li>Health and parenting education services</li> <li>Individualized advocacy and counseling services</li> <li>Liaison with staff and community agencies to collaborate and coordinate care</li> <li>Education placement services to provide flexibility</li> <li>Ongoing follow-up to support high school graduation and post-secondary access.</li> </ul> <p>This program especially benefits low SES and foster youth in that all students currently receiving these supports are part of these student groups. Expenses are inclusive of Cal-Safe Staff and program resources. All of the students currently receiving this support/service are Foster Youth and low-income students enrolled at Twin Oaks High School (Continuation School)</p>	\$0.00	No
<b>2.11</b>	Continue to employ additional counselors	San Marcos Unified will continue to fund 7, full-time secondary school counselors to provide additional services to support the district MTSS	\$1,286,453.00	Yes

Action #	Title	Description	Total Funds	Contributing
	to provide academic, social-emotional, and college and career readiness targeted to supports/interventions to at-promise youth	framework, in the realms of social-emotional learning and services, behavior support, attendance support, and college and career readiness interventions with the purpose of maintaining positive school engagement and supporting post-secondary pathways for historically marginalized student groups and at-promise youth. Over the course of March 2020 through March 2021, district counselors made over 8,000 direct contacts with students and families, evidencing a continued need for services from these staff members, especially in the wake of the global pandemic. Comprehensive high schools will dedicate one bilingual counselor per site to serving English Learner students and families, conferencing with students on a regular basis, and maintaining communication with the families of English Learner students.		
<b>2.12</b>	DISCONTINUED (22-23) - Provide additional counseling to students evidencing a need	San Marcos Unified will continue its partnership with North County Family Counseling to provide individual, group, and family counseling to students evidencing a need in accordance with MTSS protocols and referrals, to address student mental health concerns at the secondary level. A portion of these services will provided as part of the ELO grant, as the SEL and mental health needs of students will be a large priority and need following the adverse impacts of the COVID-19 pandemic.	\$0.00	No
<b>2.13</b>	REVISED - Develop and implement TK-12 homeschool or independent study learning program as an option for all students.	In analyzing school instructional model preference survey data from 2020-2021, it was evident, based on the 2,000 elementary students, 850 middle school students, and 950 high school students, who opted to enroll in remote instruction programs for the entirety of the year, that students should be offered an independent study or homeschool program option post-pandemic in the 2021-2022 School Year and beyond. The inclusion of an at-home learning program will address the needs of students who do not thrive in the larger, bustling, traditional in-person school model, and are seeking a different mode of learning. San Marcos Unified will develop and implement a TK-5 homeschool learning program and expand the current Foothills High School	\$35,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		independent study program to include grades 6-12, using Edgenuity software for course completion/ credit. Funds will be allocated for purchasing elementary curriculum for this new program		
<b>2.14</b>	Develop and implement district-wide SEL Framework	<p>A committee of counselors, teachers, social workers, and administrators, together with the Director of Student Services, will develop an implement a San Marcos Unified SEL Framework to support the MTSS work occurring at school sites across the district. The SMUSD SEL Framework will align with the CA SEL principles, and will be added to the San Marcos Unified MTSS Framework. The SMUSD SEL Framework will encompass specific systems and protocols around student referrals, trauma-informed practices, restorative justice processes, and crisis management procedures, designed to provide a cohesive and aligned response and service delivery model to address students social, emotional, and mental health needs.</p> <p>The process for implementation of the SEL Framework is as follows:  1) Train site administration on SMUSD Multi-Tiered Systems of Support Framework.  2) Site administration train staff on SMUSD Multi-Tiered Systems of Support Framework.  3)All SMUSD school sites develop a multidisciplinary MTSS Team as defined in the SMUSD Multi-Tiered Systems of Support Framework.  4) Implement an aligned referral process for students which will be provided in the SMUSD Multi-Tiered Systems of Support Framework.  5) School site MTSS Teams meet monthly, at a minimum, to review student data, referrals, and determine next steps in individual MTSS plans for students.</p>	\$8,000.00	No

Action #	Title	Description	Total Funds	Contributing
<b>2.15</b>	Continue to fund site-specific actions, supplemental personnel, and programs per SPSA/LCAP goals	San Marcos Unified will continue the practice of funding site-specific actions aligned with LCAP goals, and embedded within their School Plans for Student Achievement for the purposes of designing and implementing supplemental supports and programs for high-need students (based upon Comprehensive Needs Assessment findings), and unique to their specific context. Goals and actions must address eradicating achievement and opportunity gaps for English Learner Students, Foster Youth, Homeless Youth, and students from socio-economically disadvantaged families, and implementing multi-tiered systems of supports for students evidencing a need. SPSA actions, funded through LCFF and federal monies, must be developed in collaboration with key stakeholders and site parent advisory groups, and must be approved by the San Marcos Unified Governing Board. Just as LCAP serves as the district accountability plan for meeting the needs of students, the SPSAs will serve as the school-level accountability plans for ensuring a culture of high expectations for all students, and college and career readiness for all students.	\$2,171,125.00	Yes
<b>2.16</b>	Continue to provide transportation to Twin Oaks High School (continuation high school)	Transportation is a barrier for many students enrolled at Twin Oaks High School (a continuation high school with a high percentage of socioeconomically disadvantaged and foster youth students). In order to ensure TOHS students have access to a high-quality education, the district will continue to provide transportation services.	\$92,197.00	Yes
<b>2.17</b>	Provide district staff with consultation and on-call intervention support for LGBTQ students	SMUSD shall contract with the Kinder Future organization to provide technical assistance to develop policies supportive of LGBTQ youth and families. Services include Intervention planning, including school wide AB1266 success and opportunities, intervention, bullying victim support including counseling, advocacy and resource linkage, and provision of on-call support for principals, teachers and district personnel with LGBTQ related questions to enhance inclusionary practices and equity for students. Outcomes will include improved school culture/climate, increased student engagement, decreased behavioral issues, increased school safety for ALL students. At a rate	\$17,500.00	No



Action #	Title	Description	Total Funds	Contributing
		of \$175/hour, the district will contract 100 hours of support per year between 2021-2024. Site Assistant Principals will serve as the site coordinators overseeing these supports for staff/students.		
2.19	DISCONTINUED (22-23) - Provide District-Wide Summer Expanded Learning Programs	<p>As a result of the COVID-19 pandemic, and subsequent campus closures, the state of California provided supplemental funds to use for the purpose of expanded learning for students evidencing a need, to address learning loss mitigation and address student social-emotional needs. In San Marcos Unified, students will be offered extended year expanded learning programs in Summer 2021 and Summer 2022, addressing SEL, enrichment, and learning acceleration district-wide. Community partnerships with nonprofit agencies will constitute a large part of the summer expanded learning program offerings, including collaboration with the Boys and Girls Club of San Marcos, The San Marcos Promise Foundation, San Diego Luminary Arts, and the California Center for the Performing Arts, Escondido. The Director of Special Programs will research, develop, and oversee Expanded Learning programs, and fees are inclusive of Special Programs Department operating fees (\$22,000). All programs will be developed following the Quality Standards for Expanded Learning in California Framework  <a href="https://drive.google.com/file/d/1KZmlcuOIMNYmqQvpnHu6Cos39-4pIFCo/view?usp=sharing">https://drive.google.com/file/d/1KZmlcuOIMNYmqQvpnHu6Cos39-4pIFCo/view?usp=sharing</a>):</p> <p>Point-of-Service Quality Standards:  1) Safe and supportive environment  The program provides a safe and nurturing environment that supports the developmental, social-emotional and physical needs of all students. (Pg 7)  2) Active and engaged learning  Program design and activities reflect active, meaningful and engaging learning methods that promote collaboration and expand student horizons. (Pg 8)  3) Skill building  The program maintains high expectations for all students, intentionally links program goals and curricula with</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>21st-century skills and provides activities to help students achieve mastery. (Pg 9)</p> <p>4) Youth voice and leadership The program provides and supports intentional opportunities for students to play a meaningful role in program design and implementation, and provides ongoing access to authentic leadership roles. (Pg 10)</p> <p>5) Healthy choices and behaviors The program promotes student well-being through opportunities to learn about and practice balanced nutrition, physical activity and other healthy choices in an environment that supports a healthy life style. (Pg 11)</p> <p>6) Diversity, access and equity The program creates an environment in which students experience values that embrace diversity and equity regardless of race, color, religion, sex, age, income level, national origin, physical ability, sexual orientation and/or gender identity and expression. (Pg 12)</p> <p>The standards will be considered in the context of the five Learning in After School and Summer Principles which clearly communicate how expanded learning programs contribute to children's learning.</p> <p>Programmatic Quality Standards:</p> <p>1) Quality staff The program recruits and retains high quality staff and volunteers who are focused on creating a positive learning environment, and provides ongoing professional development based on assessed staff needs. (pg 13)</p> <p>2) Clear vision, mission and purpose The program has a clearly defined vision, mission, goals, and measurable outcomes that reflect broad stakeholder input and drive program design, implementation and improvement. (pg 14)</p> <p>Collaborative partnerships</p> <p>3) The program intentionally builds and supports</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>collaborative relationships among internal and external stakeholders, including families, schools and community, to achieve program goals. (pg 15)</p> <p>4) Continuous quality improvement The program uses data from multiple sources to assess its strengths and weaknesses in order to continuously improve program design, outcomes and impact (pg 16)</p> <p>5) Program management The program has sound fiscal and administrative practices supported by well-defined and documented policies and procedures that meet grant requirements (pg 17)</p> <p>6) Sustainability The program builds enduring partnerships with the community (pg 18)</p> <p>At the end of each summer session, district teams will complete a program evaluation to determine the effectiveness of the expanded learning programs, in accordance with the CA Expanded Learning CQI guidelines. Priority enrollment in summer expanded learning programs will be given to homeless and foster youth, English Learner students, and students from socioeconomically disadvantaged homes.</p>		
<b>2.20</b>	Provide virtual credit recovery summer program for High School students	<p>It is essential that students who did not receive passing grades during the school year have the opportunity for summer credit recovery in order to remain on track for graduation and college and career readiness. Enrolling in a virtual program has many advantages: The ability to work at a personal pace, giving students freedom to learn the materials completely. The flexibility of being able to work at the times most convenient for any schedule, completing credits from the comfort of a home, a coffee shop, library, or anywhere an Internet connection is available. Access to knowledgeable, certified instructors whenever assistance is needed, as well as continual feedback provided throughout the duration of each course.</p>	\$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Highly personalized attention and individualized lessons from instructors who adjust to various learning styles, making it easy for students to follow along.</p> <p>Access to a diverse array of course selections that are standard-based, allowing the fulfillment of any missing credit requirements.</p> <p>The chance to experience interactive and engaging course content that provides opportunities to connect with other students and work collaboratively.</p> <p>Serves as a substitute for traditional, and sometimes expensive, education choices, but still offering equal value and knowledge.</p> <p>The opportunity of following an alternative path of education that gives students the ability to succeed.</p> <p>San Marcos Unified will provide a standards-based summer credit recovery through integration of the Edgenuity learning platform.</p>		
<b>2.21</b>				
<b>2.22</b>	DISCONTINUED (22-23) - Purchase Independent Living Skill curriculum for High School Foster Youth students	In order to support district Foster Youth students as they transition from High School to postsecondary independent living, explicitly teaching independent living skills via an evidence-based independent living skills curriculum will contribute to increased confidence and preparedness for post-graduation life.	\$0.00	No
<b>2.23</b>	Continued employment of a District Student Services Director to oversee student social-emotional wellness, crisis	San Marcos Unified will continue to employ a Student Services Director to oversee and coordinate several of the LCAP initiatives around supporting students and staff in the areas of social-emotional wellness, multi-tiered systems of support, student attendance (SART/SARB), discipline protocols (suspension/expulsion/alternative means of correction), and crisis management. The Student Services Director will serve as the lead district staff member in coordinating	\$238,813.00	Yes

Action #	Title	Description	Total Funds	Contributing
	management, and multi-tiered systems of support	efforts to specific groups of at-risk and marginalized student groups, including, but not limited to, Foster Youth students and LGBTQ students.		
<b>2.24</b>	Continue to employ district English Learner Coordinator/Assistant Principal on Special Assignment and English Learner Resource Team	<p>San Marcos Unified will continue to employ a full-time English Learner Coordinator/APOSA with the goal of supporting school teams in improving outcomes for English Learner students. The EL Coordinator will train staff and monitor application/implementation of the policies and practices outlined in the San Marcos Unified EL Master Plan, including student progress monitoring, supplemental program development and evaluation, student identification and assessment, reclassification, and implementation of specific goals/actions determined via site English Learner Improvement Collaborative improvement plans. The EL Coordinator will also support site ELAC work as well as coordinate DELAC, offering training for parents with the purpose of elevating achievement for English Learner students.</p> <p>The work of the EL Coordinator will also be supported by a full-time bilingual testing assistant, who will provide daily access to schools by testing EL students (ELPAC and local assessments), creating learner profiles, coordinating with previous or future schools of attendance to ensure accuracy of reported language levels, and help to meet with parents to explain assessment procedures and report interpretation (ELPAC and district assessments) for families of English Learners. During ELPAC testing season, the team will also be supported by a highly trained group of substitute teachers who will provide small group and one-on-one testing services for EL students. The District-level English Learner Resource team will also be supported by a dedicated data clerk, who will ensure all EL student records and language proficiency levels are uploaded to CALPADS and Synergy, and assist with reclassification procedures/coding as well as EL and RFEP monitoring practices. The Special Programs assistant, also funded through this plan, will help to plan, organize and implement supplemental programs for English Learners as well as parent engagement opportunities/workshops for parents of English Learner students.</p>	\$426,094.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.25	Continue to employ district Assistant Principals for the purpose of site-based leadership in MTSS initiatives	<p>San Marcos Unified School District will continue to employ assistant principals at the elementary level, and additional assistant principals at the secondary level, (17 in total) for the purpose of leading MTSS and professional development initiatives at the site level.</p> <p>Examples of the scope and depth of this work include:</p> <p>1) Lead member of the English Learner Improvement Collaborative team, (in partnership with the San Diego County Office of Education) responsible for development of site goals and implementation of action plans to address site goals. APs will regularly meet with grade level and/or department teams to analyze EL student data and design interventions to address documented needs. APs will train teachers and classified site personnel in understanding and implementing the policies, procedures, and practices outlined within the San Marcos Unified EL Master Plan. APs will also coordinate site English Learner Advisory Committees, educating parents about school attendance, reclassification, ELPAC, integrated/designated ELD, among other relevant topics. APs will conduct annual ELAC needs assessments, sharing this data with their school communities to drive continuous improvement practices. APs will also oversee site reclassification processes, including parent consultations, as well as progress monitoring for EL and RFEP students, and will collect data and conduct program evaluations for all supplemental English Learner programs.</p> <p>2) Lead member of San Marcos Unified Equity Task Force. Responsibilities within this role include attending professional development in the area of equity, and participating in site-based equity audits in collaboration with the San Diego County Office of Education. APs will assume the lead role in developing site equity plans, and will coordinate professional development and professional learning communities specifically around improving outcomes for historically marginalized student groups.</p> <p>3) Lead member of the LGBTG and Gender Identity Support Team. APs will serve as the site liaison, in partnership with school counselors</p>	\$3,676,182.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>and social workers, for LGBTQ youth services. APs will attend professional development in partnership with the Kind Future organization, and participate in the development of gender identity plans with students and families. APs will engage in professional learning communities to analyze data and discuss actionable plans to elevate services and supports to improve outcomes for LGBTQ youth.</p> <p>4) Lead Foster Youth and Homeless Youth Liaison at the site level. APs, along with school social workers/counselors will regularly engage in professional development and professional learning communities around service coordination and best practices for supporting students from these populations. APs will participate in meetings with Foster Youth and Homeless Youth students and families, to ensure ongoing communication and outreach.</p> <p>5) Lead MTSS coordinator at the site level. APs will oversee the site development and coordination of school MTSS plans and protocols, inclusive of facilitating student study team meetings and reporting student progress. APs will regularly participate in grade level and department professional learning communities in order analyze student data, and make specific actionable plans for re-teaching and re-engagement. APs will track student attendance, and engage families in SART and SARB meetings when necessary. APs will coordinate efforts at the site level to train staff in PBIS, restorative justice, and alternative means of correction to reduce suspensions, expulsions, and drop-out rate.</p>		

## Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Overall, the data suggests that there is room for improvement in students feeling connected to school and engaged in belonging to their school community. Targeted interventions, instructional support, and resources are necessary to bridge the social emotional learning gaps and ensure that all students feel welcomed, safe and connected to school so that they may engage academically. Substantive differences include:

2.2 - SMUSD has changed from CCGI to Xello software program for developing student pathways.



2.3 - SMUSD has expanded its supports for homeless youth through the employment of a Counselor on Special Assignment.  
2.20 SMUSD shall expand its credit recovery efforts across all high schools to include virtual and live sessions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The budget allocation for this goal was 10.7 million dollars. The district spent 8.7 million of the allocation. All budget expenditures were in accordance with the allocation except as follows:

- 2.1- There were fewer expenses due to step and column adjustments, additionally the employee started mid way through the year prompting a partial year payment.
- 2.2- Reallocation of funds to other district sources.
- 2.3- Hired a Counselor on Special Assignment to expand academic and social-emotional supports for homeless youth.
- 2.4- There were fewer expenses due to step and column adjustments.
- 2.9- Summer programming is occurring through June.
- 2.11- There were fewer expenses due to step and column adjustments.
- 2.13- Cost of platform/software increased from projected quote. Additionally there was an increase in student enrollment in Independent Study.
- 2.14- Cost of platform/software increased from projected quote .
- 2.15- Site specific needs were adjusted based on needs. Not all substitute costs were used due to staffing shortages.
- 2.17- Reallocation of funds to other district sources.
- 2.20-Summer programming is occurring through June. Other district funds beyond LCAP are used to support credit recovery.
- 2.24-Reduction in staff due to data team reorganization, incurred a smaller cost.
- 2.25- There were additional expenses due to step adjustments over the course of time. Additionally, all district employees were granted a 9.25% raise over two years.

An explanation of how effective the specific actions were in making progress toward the goal.

The summary provided outlines various achievements and initiatives in different areas of the educational system. Here's a breakdown of the key points:

Foster Youth Support (2.3):

- The Coordinator of Foster Youth shifted focus from direct counseling to coordination of services and collaboration with outside agencies to enhance support for foster youth students.

#### College and Career Readiness (2.2.):

- Xello was chosen as the preferred CCR platform after evaluation by student groups, teacher groups, counselor groups, and management groups.
- The addition of a Homeless Assistance Counselor benefited students in grades 9-12, providing intensive 1:1 services and support for goal setting.
- Ongoing training and consultation for McKinney-Vento liaisons helped identify eligible students and provide resources through collaboration with the District McKinney-Vento Coordinator.

#### Diagnostic Test Scores and Mental Health Support:

- SMUSD diagnostic test scores showed a significant increase from fall to winter assessments.
- Social workers played a critical role in strengthening mental health support for students, destigmatizing mental health, and educating the whole child.
- Summer programs supported English language skills and mitigated learning loss.

#### Counselors and Independent Study (2.11):

- Counselors played a critical role in supporting student success and were seen as valuable partners in education.
- SMUSD moved away from implementing a K-5 program in independent study.
- Implementation of an aligned referral process for students is still in progress.

#### Academic Achievement and Transportation (2.16):

- Quantitative data indicated a positive impact on academic achievement in Mathematics and Reading based on iReady assessment scores.
- Transportation ensured access to core curriculum, class instruction, and enrichment activities.
- Ongoing professional development focused on creating inclusive schools, school climate, safety, and concrete strategies for staff.

#### Credit Recovery and Student Support (2.20):

- Credit recovery programs helped students stay on track for graduation by allowing them to recover credits.
- Collaboration and streamlined processes among support staff improved support for students.
- Training in trauma-informed care, inclusive and safe schools, discipline practices, and MTSS enhanced equitable support.

#### English Learner Program (2.24):

- The EL coordinator oversaw the EL program, worked with administrators to review student data, and ensured appropriate reclassification.
- Efforts were made to involve parents in decision-making through the DLAC committee.
- The district began the process for students to achieve a Biliteracy Seal from the State of California.
- Programming changes allowed elective classes for students in grades 6-8.

Overall, the summary highlights accomplishments in supporting foster youth, college and career readiness, mental health support, academic achievement, transportation, student support, and the English Learner program in SMUSD.

- Although the number of suspensions for Foster Youth students increased from 2020-21 to 2021-22, the number did decrease by 3% from the 2019-2020 baseline (M2.2)
- 57% chronic absenteeism for Foster Youth students, which is a -5% change from the prior year (M2.4)
- 0% Expulsion rate (M2.6)
- 144 MTSS meetings held across the district. This is an increase of 66 minutes from the prior year (M2.8).
- 16% of Hispanic students in grades 6-12 received one or more D/F grades in 22-23. This was a -24% change from the prior year (M2.11).
- 35% of ELS scored at or above grade level on the iReady assessment in math. This was a -2% change from the prior year (M2.12)
- District has acquired and is in the process of implementing Xellom, college and career planning software (M2.15)
- 93.61% elementary school attendance rate (M2.16)
- 93.93% elementary school attendance rate (M2.17)
- 93.42% elementary school attendance rate (M2.18)

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

In summary, the following actions have been completed or are planned for the upcoming school year in SMUSD:

- Memorandum of Understanding with Child Welfare Services: A partnership has been established to enhance direct services for foster youth students. Child Welfare Services will provide wraparound services, including personal needs assessment, onsite counseling services, and academic needs assessment. (2.4), (2.6)
- Partial Implementation of Xello: Xello, a College and Career Readiness platform, will be partially implemented in the 2023-2024 school year, with full implementation planned for 2024-2025. Multiple stakeholder groups will develop the full implementation plan. (2.2)
- Addition of Foster-Homeless Youth Coordinator and Homeless Assistance Counselor: These full-time positions have been instrumental in improving the identification of students experiencing housing insecurity and providing individual academic support for 9th-12th graders. Additional district staff have also been trained on McKinney-Vento laws to support student achievement and provide resources for McKinney-Vento students. (2.1)
- Success in iReady diagnostic scores: Based on the success of students' iReady diagnostic scores, SMUSD will continue to focus on this goal. (M2.9), (M2.12)

- Addition of social workers: Due to the significant need, four additional social workers have been hired outside of LCAP funding to support student well-being and mental health. (2.5)
- Purchase of supplemental curriculum: Language Power, a leveled language and development curriculum, has been purchased to support English acquisition. It includes pre/post assessments to measure student progress accurately. (2.25)
- Continuation of TK-12 independent study program: SMUSD will continue to offer independent study, with a greater emphasis on secondary grades. (2.13)

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
3	Provide safe, welcoming, and inclusive school climates for all students and their families to enhance connectedness and engagement

An explanation of why the LEA has developed this goal.

In an inclusive learning environment all students experience learning as accessible, meaningful, and relevant. In a safe learning environment all students have the feeling they can express their ideas, beliefs, requirements, and identities. It is important to foster a learning environment in which students feel safe, relaxed, and willing to take risks, especially for learners who may have had negative experiences in previous classroom environments. Students often describe supportive learning environments as expanding their sense of family and enhancing their self-esteem, which, when combined with increased academic skills, help students take more chances in pursuing their goals. It is through the development of these learning environments that San Marcos Unified will address California LCFF State Priority Area 1: Basic Services (Conditions of Learning), Area 5: Student Engagement, Priority Area 6: School Climate, and Priority Area 3: Parent Involvement/Engagement. This goal is aligned to California's LCFF commitment to educating the "whole child," through ensuring all students are healthy, safe, engaged, challenged, and supported. SMUSD schools will strive to provide an inclusive, equitable, and positive learning environment for each and every child.

According to the most recent California Healthy Kids Survey (2018), 77% of elementary students (5th graders) and 62% of secondary students in grades 7,9, and 11 perceived there were "caring adults" in their schools. 97% of fifth graders and 65% of seventh, ninth, and eleventh graders perceive their schools are "safe" or "very safe." 31% of surveyed secondary students expressed they had experienced bullying/harassment, with 13% of students self-reporting they had been afraid of "being beaten up," and 9% reporting they had been in a physical fight. 76% of fifth graders perceived their schools had an anti-bullying climate, although 44% self-reported that they had experienced violence or victimization. In the area of offering adequate school supports, 70% of surveyed fifth graders and 55% of participating secondary students rated this area "pretty much true" or "very true."

Annual Spring 2021 LCAP survey data is consistent with CHK survey, regarding student perceptions regarding school climate. Based on survey data, 54% of students currently feel safe at school. A majority of stakeholders from the parent and student groups (1,367 parents and 469 secondary students) surveyed agree that students care about school (84.59%), like going to school (77.37%), and want to do well in school (94%). 82.45% of surveyed parents and students believe that their schools want kids to succeed. Parent and students also indicated that 83.5% of students have friends, and 77% of students have friends from different cultural backgrounds. 75% of students and parents do not see bullying as a problem at their schools. 81% of respondents from this group indicated schools are clean (81%), maintain physical resources (73%), and provide up-to-date technology (75%). The majority of respondents from the student and parent groups felt that teachers and staff encourage students on a regular basis (76.4%), listen to students (76%), nurture creativity (69%), encourage creativity

(77%), and encourage collaboration (76%). 77% of respondents felt that teachers try to make class interesting, while 73% felt teachers offer help when students don't understand something.

Parents of English Learner students indicated the belief that their children's school provides English Learner students with enough academic support (74.4%), social-emotional support (69.2%), personal attention (72.4%), encouragement (82.4%), and learning materials and resources (80%). Parents of students receiving special education support also indicated agreement that their students receive enough personal attention (79%), encouragement (84%), and learning materials/technology (78%). Foster Youth guardians indicated agreement in the areas of schools providing sufficient services in the areas of student encouragement (80%), social -emotional support (70%), personal attention (72%), and learning materials and technology (74%).

Through further analysis of the California Healthy Kids Survey (2018-2019), trends arose around the mental health needs of LGBTQ students enrolled. The survey was given to students in grades 7, 9 and 11, across all district secondary sites. Of students who self-identified as "not straight," 66% of seventh graders, 69% of ninth graders, and 73% of eleventh graders, experienced chronic sadness and hopelessness, versus 21-32% of students in these grades who self-identified as "straight/heterosexual." Additionally, of students who identified as "not straight," 38% of seventh graders, 39% of ninth graders, and 43% of eleventh graders reported suicidal ideations, based on 10-12% of students in these grades who identified as "straight/heterosexual." Of seventh graders self-identifying as "maybe transgender" (the only participating grade level with data in this area), 52% of students reported chronic sadness and hopelessness, and 30% reported that they had considered suicide. Over the course of the next three years, San Marcos Unified will collaborate with the Kinder Future organization to support the district's efforts to improve school climates and culture by reducing inequity for and increasing engagement among LGBTQ youth and their families. This initiative addresses the unique needs of lesbian, gay, bisexual and transgender students [LGBTQ] and families. The plan will bolster the efforts of the San Marcos Unified School District to provide school environments that are safe and welcoming for all students. Specific actions, partnership with Kinder Future shall include professional learning that will increase knowledge about LGBTQ people and develop strategies for engaging LGBTQ students at school, in addition to consultation and crisis intervention, as well as the creation of anti-bullying interventions.

The annual Speak Up Survey, completed by SMUSD students, parents, and staff members in Spring 2021, reinforced data trends, indicating that 55% of parents "agree" their child is emotionally safe in school, while 72% "agree" that their child is physically safe at school. 62% of parent respondents "agree" that the culture at the school is positive for their child. Additionally, 62% of parents expressed that lack of engagement in school worries them about their child's future. 55% of parents indicated that they wished their child's school would put a stronger emphasis on social-emotional development and learning. When analyzing 2020-2021 Speak Up Survey student responses, 40% of high school students and 44% of middle school students indicated they feel emotionally safe at school, while 59% of high schoolers and 53% of middle schoolers indicated they feel physically safe at school. 40% of surveyed 9-12th graders and 42% of 6-8th graders indicated school cares about them as a person.

San Marcos Unified prioritizes schools and classrooms where students of all races, ethnicities, genders, religions and identities can realize their fullest potential, free from bullying, harassment or hostilities. In these environments, teachers and administrators recognize and respond quickly to aggressions, recognize and value students' cultural community knowledge, and address their own biases in order to create a safe, welcoming and inclusive atmosphere that promotes learning. Students need full engagement with their schools in order to be on time and

practice consistent, daily attendance. Positive support and effective, non-exclusionary discipline practices will keep students in their classrooms learning. (The achievement gap and the discipline gap: Two sides of the same coin? Gregory, A., Skiba, R., & Noguera, P.). In SMUSD, we will encourage district teachers to employ pedagogies that integrate growth mindsets, and emphasize student assets, not deficits. We will accept the responsibility of district personnel in ensuring safe, non-hostile environments. SMUSD leaders will also encourage teachers to consider the possibility of biases, conscious and unconscious, in their instruction and assessment, and to vigorously confront internal and external factors that diminish diversity and inclusion in the classroom. Targeted, job-embedded professional development in the areas of equity and best practices for serving marginalized student groups will play a large role in the San Marcos Unified three-year plan, to ensure cohesive, aligned, and systematic approaches to supporting the academic, social, and emotional needs of all students. If students feel a stronger sense of belonging and value within the school environment, they will be more engaged and motivated to attend school, thereby reducing chronic absenteeism and suspension rates. It is essential that students are also supported in daily school attendance through tiered re-engagement strategies, and personal outreach from school personnel to improve outcomes in this area. These strategies will also address dropout prevention, as a total of 22 students dropped out of school over the course of the 2018-2019 and 2019-2020 academic years; primarily Latinx students (73% of all student dropouts), and students from socioeconomically disadvantaged homes (68% of all student dropouts).

Based on 2021 LCAP Staff Focus Group data, teachers and support staff would benefit from training on how to best provide emotional support and mental health counsel to students, both in the classroom and one-on-one. Many staff members say want more guidance on how to support students' social-emotional wellbeing. Several feel heavily burdened about not being able to adequately counsel students who are experiencing grief and loss this year. Others say they would benefit from training on providing safe environments for students from different cultural backgrounds. To address this need, professional development in these key areas will be embedded within the 2021-2024 LCAP.

San Marcos Unified will continue to commit to welcoming students with exceptionalities as valued members of general education classroom settings. Research supports inclusion of students with exceptionalities in the general education classroom setting. As Carl A. Cohn, EdD, executive director of the California Collaborative for Educational Excellence, points out, "It's important ... to realize that special education students are first and foremost general education students." Studies show that inclusion is beneficial for all students — not just for those who get special education services. In fact, research shows that inclusive education has positive short-term and long-term effects for all students. Kids with special education needs who are in inclusive classes are absent less often. They develop stronger skills in reading and math. They're also more likely to have jobs and pursue education after high school. The same research shows that their peers benefit, too. They're more comfortable with and more tolerant of differences. They also have increased positive self-esteem and diverse, caring friendships. (Understood, 2020). To date, 79% of students with exceptionalities in San. Marcos Unified receive instruction within the general education setting for at least 50% of the academic day. District teams will commit to continuing and enhancing this practice over the course of the next three years by continuing collaborative partnerships, PLCs, and professional development between and for special education and general education staff.

An important aspect of providing a safe and welcoming environment involves secure, accessible, and efficient school facilities. San Marcos Unified will continue to prioritize facility upgrades and repairs to ensure students and staff have ideal conditions in which to learn and engage in peer socialization. Areas of focus will include classrooms, playgrounds, and school grounds. The condition and presentation of the facility



will positively impact students in that they will feel comfortable in their environment, maximizing opportunities for social-emotional wellness and engagement.

Additionally, school environments must also be welcoming for parents/guardians and community members. Families feeling welcome and connected to schools supports the educational success of their students. (Beyond the Bake Sale: The Essential Guide to Family-School Partnerships, Henderson, A.T., Mapp, K.L., Johnson, V.R., Davies). In San Marcos Unified, we will provide personnel who are able to communicate with parents in both English and Spanish (the second most dominant language in the district), and will provide additional translation and interpretation services and supports for parents speaking additional languages. Front office staff, in addition to site administrators will welcome all parents/guardians to campus, and address their questions and concerns in a timely manner. The district will regularly seek input and feedback from community members as to how we can improve our practices, and enable every SMUSD student and guardian to feel valued, accepted, and heard.

San Marcos Unified recognizes the urgency and importance of parental and guardian knowledge and participation in programs aimed at supporting our foster youth, English Learners and students from low-income families. As such, SMUSD employs a variety of methods to advertise, encourage, and recruit participation in our various district programs. For example, SMUSD employs a full time Parental Liaison that develops communication regarding our many programs, and also coordinates with individual school sites regarding family outreach. To support our non-English speaking families, SMUSD employs a district translator, and provides stipends for each school site to translate electronic and paper information into languages other than English. Messages regarding our programs for these student groups are sent via electronic email, automated phone messages, and paper flyers by both the district and individual school sites.

In addition, San Marcos Unified makes all efforts to communicate, and seek participation of, our parents and guardians of students with exceptional needs. In addition to our Parent Liaison and district and site translators, SMUSD also works closely with the North Coastal Consortium for Special Education (NCCSE) to communicate with families of students with exceptional needs on programs and services available for their children. Additionally, district program coordinators, as well as site case-managers, school psychologists, and site administrators communicate regularly with our students with exceptional needs and their families on services and programs provided by the district.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
M-3.1) California Healthy Kids Survey: Caring Adults in School	According to the 2018 California Healthy Kids survey, 77% of elementary students	2021-22 Status: According to the 2022 California Healthy Kids survey, 73% of	2022-23 Status: 74% of Elementary and 56% of Secondary students		Status: 20% Increase 97% of 5th graders and 82% of secondary students in grades

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(5th graders) and 62% of secondary students in grades 7,9, and 11 perceived there were "caring adults" in their schools.	elementary students (5th graders) and 56% of secondary students in grades 7,9, and 11 perceived there were "caring adults" in their schools.			7,9, and 11 will perceive there are "caring adults" in their schools.
M-3.2) California Healthy Kids Survey: Caring Adults in School: Schools are safe/very	According to the 2018 California Healthy Kids survey, 97% of fifth graders and 65% of seventh, ninth, and eleventh graders perceive their schools are "safe" or "very safe."	2021-22 Status: According to the 2022 California Healthy Kids survey, 81% of elementary students (5th graders) and 62% of secondary students in grades 7,9, and 11 perceive their schools are "safe" or "very safe."	2022-23 Status: 83% of Elementary and 63% of Secondary students		Status: 100% (3% increase) of 5th graders and 85% (20% increase) of secondary students in grades 7.9, and 11 will perceive their schools as s"safe" or "very safe"
M-3.3) California Healthy Kids Survey: Caring Adults in School: Experienced Bullying/Harassment (Secondary Students)	According to the 2018 California Healthy Kids survey, 31% of secondary students expressed they had experienced bullying/harassment	2021-22 Status:According to the 2022 California Healthy Kids survey, 23% of secondary students expressed they had experienced bullying/harassment	2021-22 Status: 31.6% of Secondary students		Status: 20% Reduction: 11% of secondary students will express they have experienced bullying/harassment
M-3.4) California Healthy Kids Survey: Anti-Bullying Climate (Elementary Students)	According to the 2018 California Healthy Kids survey, 76% of fifth graders perceived their schools had an anti-bullying climate.	2021-22 Status: According to the 2022 California Healthy Kids survey, 74% of elementary students (5th graders) perceived their	2021-22 Status: 74% of Elementary students		Status: 20% Increase: 96% of fifth graders will perceive their schools have an anti-bullying climate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		schools had an anti-bullying climate.			
M-3.5) California Healthy Kids Survey: Caring Adults in School: (Adequate) School Supports	According to the 2018 California Healthy Kids survey, 70% of fifth graders and 55% of secondary students rated as "pretty much true" or "very true."	2021-22 Status: According to the 2022 California Healthy Kids survey, 73% of fifth graders and 56% of secondary students rated as "pretty much true" or "very true."	2022-23 Status: 74% of Elementary and 56% of Secondary students		Status: 20% Increase: 90% of fifth graders and 75% of secondary students will rate as "pretty much true" or "very true."
M-3.6) District English Learner Advisory Committee (DELAC) annual needs assessment survey: "Always" Feel Welcome at My Child's School	2019-2020 DELAC survey: 65% of English Learner parents "always" feel welcome at their child's school 2020-2021 DELAC survey: 75% of English Learner parents "always" feel welcome at their child's school	2021-22 Status: According to the DELAC Parent Survey in the 2021-22 school year, 100% of respondents stated they "Always" feel welcome at my child's school.	2022-23 Status: 100% of respondents stated they "Always" feel welcome at my child's school."		Status: 20% Increase: 95% of English Learner parents "always" feel welcome at their child's school
M-3.7) Schools will maintain an overall "Good" rating on local Facilities Inspections. and all systems with fair or poor ratings are repaired in a timely manner to provide a clean and safe environment for students to learn.	Maintain: 100% of facility systems receive an overall "good" rating on local inspections, and any systems with fair or poor ratings are repaired in a timely manner to provide a clean and safe	2021-22 Status: 100% of facilities received an overall "good" rating.	2022-23 Status: 100% of facilities received an overall "good" rating.		Maintain: 100% of facility systems receive an overall "good" rating on local inspections, and any systems with fair or poor ratings are repaired in a timely manner to provide a clean and safe

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	environment for students to learn.				environment for students to learn.
M-3.8) Use of security/site check-in protocols for all campus visitors using Ident-A-Kid software	Maintain: 100% of schools adhere to security/site check-in protocols for all campus visitors using Ident-A-Kid software	2021-22 Status: During the 21-22 school year, 100% of SMUSD schools administered the Ident-A-Kid software for visitors on campus.	2022-23 Status: During the 21-22 school year, 100% of SMUSD schools administered the Ident-A-Kid software for visitors on campus.		Maintain: 100% of schools will adhere to security/site check-in protocols for all campus visitors using Ident-A-Kid software
M-3.9) Use of district Bullying Investigation and Reporting protocols	Maintain: 100% of schools adhere to district Bullying Investigation and Reporting protocols	2021-22 Status: SMUSD continues to follow a district-wide bullying reporting and investigation protocol at all schools (100%) in the 2021-2022 school year.	2022-23 Status: 100% of schools adhere to district Bullying Investigation and Reporting protocols		Maintain: 100% of schools adhere to district Bullying Investigation and Reporting protocols
M-3.10) Chronic Absenteeism Rate (All Students) based on California Dashboard reports	Status: 5.8% of students were chronically absent based on 2019 California Dashboard reports (-1.5%)	Status 20-21: 9.5% of students were chronically absent	2021-22 Status: 25.1% of students were chronically absent (+15.6%)		Status: 3% reduction: 2.8% of students or less will be chronically absent
M-3.11) Suspension Rates (All Students) based on California Dashboard reports	Status: 1.5% of students suspended at least once, based on 2019 California Dashboard reports (-0.3%)	Status: 2.0% suspension rate for all students for 2020-2021, as measured by the California Department of Education, Dataquest	2021-22 Status: 1.9% (All Students).		Status: 0% suspension rate
M-3.12) California Healthy Kids Survey	2018 CHKS data:	2021-22 California Healthy Kids Survey data: Elementary	2022-23 Status: California Healthy Kids Survey data:		Status: Increase of 20% across all

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(CHKS) School Connectedness	Average of all students in grade 5: 77% Average of all students in grades 7,9 & 11: 66%	(grade 5): 75% Secondary (grade 7, 9, 11): 58%	Elementary (grade 5): 75% Secondary: 58%		participating grade levels Average of all students in grade 5: 97% Average of all students in grades 7,9 & 11: 86%
M-3.13) Number of Dropouts: Middle School Students	2018-2019: 3 middle school student dropouts 2019-2020: 1 middle school student dropout	2020-2021 Status: 62 middle school drop outs, as measured by CALPADS Report 1.14.	2021-2022 Status: 51 (-11) middle school drop outs, as measured by CALPADS Report 1.14.		Status: 0 middle school dropouts
M-3.14) Number of Dropouts: High School Students	2018-2019: 9 high school dropouts 2019-2020: 5 high school dropouts	2020-2021 Status: 75 high school dropouts, as measured by CALPADS Report 1.14.	2021-2022 Status: 75 high school dropouts, as measured by CALPADS Report 1.14.		Status: 0 high school dropouts
M-3.15) California Healthy Kids Survey (CHKS): Chronic sadness/feelings of hopelessness	2018 CHKS data: Average among grades 7,9, & 11: 18% of straight/heterosexual students Average among grades 7,9, & 11: 69% of non straight student Average among grades 7,9, & 11 (7th grade only grade level with data) 52% of	2021-22 Status: California Healthy Kids Survey (CHKS): Chronic sadness/feelings of hopelessness: (23%) Male students among grades 7,9, & 11 (36%) Female students among grades 7,9, & 11	2022-23 Status: Elementary schools 78%, Secondary 57.6%		Status: No more than 5% of straight/heterosexual students, 10% of non-straight students, and 10% of maybe transgender students will report feelings of chronic sadness/hopelessness

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	maybe transgender students	(74%) Non-binary students among grades 7,9, & 11			
M-3.16) California Healthy Kids Survey (CHKS): Considered suicide	2018 CHKS data: Average among grades 7,9, & 11: 11% of straight/heterosexual students Average among grades 7,9, & 11: 40% of non straight student Average among grades 7,9, & 11 (7th grade only grade level with data) 30% of maybe transgender students	2020-21 Status: California Healthy Kids Survey (CHKS): Considered suicide: (7% Male students among grades 7,9, & 11 (19%) Female students among grades 7,9, & 11 (47%) Non-binary students among grades 7,9, & 11	2022-23 Status: Considered suicide: (7% Male students among grades 7,9, & 11 (14%) Female students among grades 7,9, & 11 (47%) Non-binary students among grades 7,9, & 11		Status: 0% of students from will report considering suicide from heterosexual/straight, non-straight, and maybe transgender student groups
M-3.17) Chronic Absenteeism Rate (Foster Youth) based on California Dashboard reports	Chronic Absenteeism Rate (Foster Youth) based on California Dashboard reports	2020-2021 Status: 30.6% of Foster Youth were chronically absent	2021-22 Status: 57.4% of Forster Youth were Chronically Absent.		Status: 20% reduction: 5% or less of foster youth students will be chronically absent
M-3.18) Chronic Absenteeism Rate (Homeless Youth) based on California Dashboard reports	Status: 17.8% of homeless youth students were chronically absent based on 2019 California Dashboard reports (-5.9%)	2020-2021 Status: 62% of Homeless Youth were chronically absent	2021-22 Status: 43.0% of Homeless Youth were chronically absent..		Status: 12.8% reduction: 5% or less of homeless youth will be chronically absent

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
M-3.19) DISCONTINUED (22-23): Parent/Guardian Educational Partners Feedback on LCAP annual survey addressing school climate: Yes/No Question: "I feel welcome at my child's school."	2018-2019:Status: 78% of parents surveyed feel welcome at their child's school. *2019-2020 and 2021-2020: School campuses were not open for a large percentage of the School Years due to COVID-19 restrictions	2021-22 Status: Question was omitted from the 2021-22 LCAP survey. As such this data was not available, and will be discontinued.	2022-23 Status: Question was discontinued in 22-23; however, data was collected to reveal 80% of parents "feel welcome at their child's school." This was up from the initial baseline percentage by +2%		100% of parents/guardians surveyed via the annual LCAP Stakeholder survey will indicate agreement with yes/no survey question: "I feel welcome at my child's school."
M-3.20) Participation/attendance rosters evidencing District-wide participation in professional development around equity work; inclusive of creation of district level equity task force, and site-based equity leads, with development and implementation of SMUSD equity action plan	Baseline: District committee is currently exploring equity professional development partnership with San Diego County Office of Education Equity Department to begin Fall 2021	2021-22 Status: Sixty (60) staff members and forty (40) students collaborated with SDCOE on issues of equity, cultural competence and student achievement. This collaboration included coaching of both students and staff for five days of training this year. It is anticipated that this action will continue for the next two years.	2022-23 Status: Eight (8 ) sessions with site teams, DO teams and student team. SDCOE was PD provider. Each site has worked to further their site action plan. DO has conducted empathy interviews. Students have presented across the district and county		Full implementation of San Marcos Unified Equity Action Plan; with 100% of instructional staff trained on plan expectations as evidenced by attendance/participation rosters
M-3.21) Annual Speak Up Survey (parent respondent group) Agreement with the following statement: "I	2021-2022 Status: 55% agree	2021-22 Status: 55% of English Only parents, and 64% of Spanish speaking	2021-22 Status: 62% of English Only parents, and 63% of Spanish speaking		Status: 80% of parents respondents will "Agree" with the Speak Up Survey prompt: "I feel my



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
feel my child is emotionally safe in school"		parents agreed with this statement.	parents agreed with this statement.		child is emotionally safe in school"
M-3.22) Annual Speak Up Survey (parent respondent group) Agreement with the following statement: "The culture at the school is positive for my child.	2021-2022 Status: 62% agree	2021-22 Status: 62%	2022-23 Status: 72% (+10%)		Status: 80% of parents respondents will "Agree" with the Speak Up Survey prompt: "The culture at the school is positive for my child."
M-3.23) Annual Speak Up Survey Respondents (Student Groups) who feel emotionally safe at school	2020-2021 Status: Grades 9-12: 40% of students feel emotionally safe Grades 6-8: 44% of students feel emotionally safe	2021-22 Status: 9th-12th Graders Status: 40% feel emotionally safe at school. 2021-22 6-8th Graders Status: 44% feel emotionally safe at school.	2022-23 Status: 9th-12th Graders 48%, 6th-8th 49%		Status: Grades 9-12: 80% of students taking the Speak Up Survey will indicate they feel emotionally safe at school Grades 6-8: 84% of students taking the Speak Up Survey will indicate they feel emotionally safe at school
M-3.24) Annual Speak Up Survey Respondents (Student Groups) who feel school cares about them as a person.	2020-2021 Status: Grades 9-12: 40% of students feel school cares about them as a person Grades 6-8: 42% of students feel school cares about them as a person.	2021-22 Status: Grades 9-12: 4% of students feel school cares about them as a person 2021-2022 Status: Grades 6-8: 42% of students feel school cares about them as a person.	2022-23 Status: 9th-12th Graders 51%, 6th-8th 56%		Status: Grades 9-12: 80% of students taking the Speak Up Survey will indicate they feel school cars about them as a person Grades 6-8: 82% of students taking the Speak Up Survey will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					indicate school cares about them as a person
M-3.25) 2020-21 Hanover LCAP Survey - English Learners	2020-2021 Status: 74% of English Learner parents indicated they agree that District schools provide enough resources for parents.	2021-22 Status: 74% of English Learner parents indicated they agree that District schools provide enough resources for parents.	2022-23 Status: 59% of English Learner parents indicated they agree that District schools provide enough resources for parents.		Status: 85% of English Learner parents indicated they agree that District schools provide enough resources for parents.
M-3.26) 2020-21 Hanover LCAP Survey - Students with Disabilities	2020-2021 Status: 67% of Students With Disabilities parents/guardians indicated they agree that District schools provide enough resources for parents.	2021-22 Status: 74% of Students With Disabilities parents/guardians indicated they agree that District schools provide enough resources for parents.	2022-23 Status: 62% of Students With Disabilities parents/guardians indicated they agree that District schools provide enough resources for parents.		Status: 85% of Students With Disabilities parents/guardians indicated they agree that District schools provide enough resources for parents.
M-3.27) 2020-21 Hanover LCAP Survey - Foster Youth	2020-2021 Status: 75% of Foster Youth parents/guardians indicated they agree that District schools provide enough resources for parents.	2021-22 Status: 71% of Foster Youth parents/guardians indicated they agree that District schools provide enough resources for parents.	2022-2023 Status: 65% of Foster Youth parents/guardians indicated they agree that District schools provide enough resources for parents.		Status: 85% of Foster Youth parents/guardians indicated they agree that District schools provide enough resources for parents.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Provide secondary school staff with professional	SMUSD shall contract with the Kinder Future organization to facilitate training to effectively Engage LGBTQ Students at School by increasing cultural competence, sensitivity, skills and knowledge of	\$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
	development in LGBTQ 101/Engaging LGBTQ Students at School	staff. Training curriculum includes LGBTQ 101, current laws as related to LGTBQ students at school, student experiences, risk and protective factors, supportive school policies, strategies to welcome and engage this student population, inclusive curriculums, signaling safety, developing peer support, affirmed names and pronouns and more. Each year, an additional cohort of middle and high school staff will engage in this training.		
<b>3.2</b>	Provide staff with professional development in gender identity support planning	SMUSD shall contract with the Kinder Future organization to Implement Gender and Identity Support Planning training available for elementary, intermediate, and secondary schools and District staff. Identity Support Plans highlight best practices for educators working with LGBTQ students and/or families and promote PBIS integration, Increased school climate, bullying prevention and intervention. Training will be tailored to specific groups (e.g. Gender Identity Support planning for support services staff, school psychologists, counselors and nurses). Each year, and additional cohort of staff will receive this professional development.	\$20,000.00	No
<b>3.3</b>	Provide staff and identified students/families with gender identity support planning	SMUSD shall contract with the Kinder Future organization to coordinate with school staff for Identity Support Planning, and provide students support for Identity Support Planning, inclusive of: <ul style="list-style-type: none"> <li>• Student intervention and implementation assistance</li> <li>• Student and parent social/emotional support and counseling</li> <li>• Supporting school administrators in implementation</li> <li>• Community linkages and resources</li> </ul> Cost of service is \$325 per students. This will be a recurring service and cost over the course of the next three years. Site Assistant Principals will serve as the site coordinators overseeing these supports for staff/students.	\$7,500.00	No

Action #	Title	Description	Total Funds	Contributing
<b>3.4</b>	Provision of social-emotional wellness lessons & SEW strategy lessons to all SMUSD students	In order to increase the number of students reporting positive feelings related to school climate, connectedness, and accessibility (per the annual California Healthy Kids Survey and local Hanover district-wide surveys), counselors and school social workers shall Provide Tier 1 Social-Emotional wellness lessons to all K-8 students and Tier 1 Social-Emotional wellness strategies to all 9-12 students. No additional funds will be used for this action, as it will be part of the district core practices and program offerings.	\$0.00	No
<b>3.5</b>	Provide district-wide professional development in PBIS and restorative justice, as well as alternative means of correction	The San Marcos Unified Student Services Director will continue to oversee the training and implementation of PBIS, restorative justice, and alternative means of correction at all school sites in an effort to reduce punitive disciplinary measures such as suspension and expulsion. The intended outcome of the professional development, and subsequent outcome of the staff learning, is to reduce suspension, expulsion, and drop-out rates, especially for historically marginalized student groups with higher rates in these areas.	\$50,000.00	No
<b>3.6</b>	DISCONTINUED (22-23: Continue to employ district reengagement plan to improve daily attendance rates	SMUSD developed a student tiered student re-engagement plan, consisting of the following: 1) Student has 3 unexcused absences in a week. Student has not engaged in class 3 days in one week's time. • Teacher contacts parent, by phone and electronically for a minimum of 2 times, to discuss concerns. Items to be considered: Barriers to accessing their classes Parent understanding of the technology 2) Student has 6 unexcused absences in a two-week time frame. Student has not engaged in class 6 days in a two-week time frame. • Teacher refers student to the School Counselor/School Social Worker. Also, a list will be generated and sent to the school sites with names of students not engaging. • School Counselor/School Social Worker discusses interventions with	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>student and parent to increase the student's engagement/attendance and implements interventions.</p> <ul style="list-style-type: none"> <li>• If the student has an IEP, the School Counselor/School Social worker will work collaboratively with the student's case manager. Parents must be included in the development of intervention and provide consent to implementing the intervention.</li> </ul> <p>3) Student has 9 unexcused absences in a three-week time frame. Student has not engaged in class 9 days in a three-week time frame.</p> <ul style="list-style-type: none"> <li>• Teacher, School Counselor/School Social Worker informs Site Administration of engagement/attendance concerns. Also, a list will be generated and sent to the school sites with names of students not engaging.</li> <li>• Administrator contacts parents to schedule a SART meeting. To collaboratively discuss interventions. • School Psychologist needs to be involved if the student has an IEP and the team needs to hold an amendment meeting to discuss attendance concerns</li> </ul> <p>4) Student has 12 unexcused absences in a four-week time frame. Student has not engaged in class 12 days in a four-week time frame.</p> <ul style="list-style-type: none"> <li>• Student is referred to the District's Parent Liaison</li> </ul> <p>(view SMUSD Tiered Re-Engagement Plan:  <a href="https://docs.google.com/document/d/1Cv3iHy3Z1XiNiwPloghBSblwtpDRTpjmNRIsV3rcfAA/edit?usp=sharing">https://docs.google.com/document/d/1Cv3iHy3Z1XiNiwPloghBSblwtpDRTpjmNRIsV3rcfAA/edit?usp=sharing</a>)</p> <p>The goal of the tiered re-engagement plan is to improve student attendance, which will lead to improved achievement, and to reduce drop-out rates. Associated personnel costs include funding of a district parent liaison who will conduct home visits and meetings with students are chronically absent, in addition to participating in SARB meetings for truant students.</p> <p>No additional funds will be used for this action, as it will be part of the district core practices.</p>		

Action #	Title	Description	Total Funds	Contributing
3.7	Provide professional development for staff in Trauma Informed Care (TIC)	<p>In response to the needs of San Marcos students, as identified through school site mental health/counseling referrals, state student survey data (Speak Up, CA. Healthy Kids) and local survey data (SMUSD Hanover surveys), especially in the wake of the COVID-19 pandemic, it is essential that 90% or more district personnel are trained in trauma-informed care (TIC). The specific steps to achieve this outcome, including development of community resources and a program evaluation tool are as follows:</p> <ol style="list-style-type: none"> <li>1) Establish a Trauma-Sensitive work group consisting of diverse and inclusive leaders, staff, students, parents/guardians, and community members who will meet regularly, at minimum, 3 times per year.</li> <li>2) Trauma-Sensitive work group will create a survey to determine staff exposure to Trauma Informed Care (TIC) to gather pre and post data to establish baseline.</li> <li>3) Trauma-Sensitive work group will create a vision and mission statement for our district's Trauma Informed Care (TIC) and communicate with all stakeholders (TIC).</li> <li>4) Trauma-Sensitive work group will identify key terms and common language related to Trauma Informed Care (TIC).</li> <li>5) Trauma-Sensitive work group to identify program/resources and levels of implementation for staff training.</li> <li>6) SMUSD staff to receive staff development on Trauma Informed Care (TIC).</li> <li>Ongoing training, including new staff hires, at least once per year, to sustain implementation of Trauma Informed Care (TIC).</li> <li>7) Develop information overview easily accessible to our school community.</li> <li>8) Ongoing evaluation of data (referrals, suspensions, student surveys, attendance, graduation rate) by site and district work-group to determine effectiveness of Trauma Informed Care (TIC).</li> </ol>	\$20,000.00	No
3.8	District Parent/Homeless Youth Liaison to	The District Parent/Homeless Youth Liaison will continue to provide direct outreach to homeless youth families to develop individualized attendance plans, and address any barriers to student attendance.	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
	provide direct outreach & consultation to homeless youth families to develop individualized attendance plans	Transportation arrangements will be made via the district liaison, and transportation services will be provided for homeless students with this need.		
<b>3.9</b>	District Foster Youth will collaborate with Foster Youth and legal guardians to provide attendance planning and support for Foster Youth	The San Marcos Unified Foster Youth Liaison will conduct individual counseling sessions, as well as group home visits to engage in personalized attendance planning for Foster Youth. This includes ensuring transportation is available, and assisting teen parents with childcare arrangements to ensure Foster Youth students are able to maintain regular school attendance while enrolled in SMUSD. Fees for this action are included within the personnel costs for the District Foster Youth Liaison. There are no additional fees for this action.	\$0.00	No
<b>3.10</b>	All San Marcos Unified Schools will follow security check-in protocols for campus visitors to ensure student safety	100% of schools within the district will continue to adhere to security/site check-in protocols for all campus visitors using Ident-A-Kid software, as monitored by site principals. No additional funds will be used for this action, as it will be part of the district core practices.	\$0.00	No
<b>3.11</b>	Maintain all school site facilities and grounds	Schools will maintain an overall “Good” rating on local Facilities Inspections. and all systems with fair or poor ratings are repaired in a timely manner to provide a clean and safe environment for students to learn. No additional funds will be used for this action, as it will be part of the district core practices.	\$0.00	No
<b>3.12</b>	Provide Bullying Prevention and Education	District social workers will visit classrooms in grades K-8 to address bullying prevention and education through lessons, and will create an eight-part digital Bullying Prevention prerecorded digital workshop that will be available for 9-12 grade students, as well as staff members and parents/guardians to reference anytime via the San Marcos Unified	\$22,000.00	Yes



Action #	Title	Description	Total Funds	Contributing
		Youtube channel. The process for reporting bullying to school administration will be included within this series.		
<b>3.13</b>	Provide translation/interpretation services for on-site visits and written/verbal communication for non-English speaking parents/guardians	San Marcos Unified will continue to employ a district translator, district office bilingual support staff, and bilingual site employees to assist parents/guardians/students and campus visitors with translation and interpretation services. For languages that are not included within the proficiencies of district staff, outside contracts for service providers will be enacted.	\$80,096.00	Yes
<b>3.14</b>	DISCONTINUED (22-23): Continue to provide access to the National Institute of School Leadership Executive Development Program to all Instructional Services directors and school-level administrators (principals and assistant principals)	San Marcos Unified district-level leaders and school leaders will be afforded the opportunity to complete a two-year leadership development program through the National Institute of School Leadership. NISL's Executive Development Program (EDP) will equip school leaders with the skills, knowledge and tools to create strategies for raising school performance, coach and support improved instruction, align instructional systems, create a culture focused on equity and implement high performance management structures that drive growth. The EDP's leadership development approaches are culled from international best practices in education and research of leadership programs in the military, business and education fields. This powerful program offers sustained, cohort-based, job-embedded and applied learning. The EDP uses a blended learning model of face-to-face and technology-enhanced learning, including video interviews from leading educators, case studies, best practice videos, simulations and online journaling. The EDP supports school leaders by developing strong foundational skills and increasing leaders' ability to transform schools. The EDP is delivered via 24 in-person days of cohort-based instruction, divided into 12 two-day units spread over approximately 12 months. The participant fees are \$6,000 per person, (over a two-year period), and will be a recurring cost each year, as new cohorts join this program. No additional fees are included for this action, as this Professional Learning was addressed in Goal 1.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
<b>3.15</b>	REVISED (22-23): Provide training in Edgenuity software for expansion of virtual school offering in grades 6-12	Community survey data indicates that some students in San Marcos Unified prefer a non-traditional learning environment. Independent study options (enacted via the Edgenuity virtual learning management system) affords students greater flexibility and autonomy in completing required coursework. San Marcos Unified will expand the independent study option (currently offered to 9-12 students through Foothills High School) to grades 6-12, and will recruit and train high quality teachers as to how to teach through Edgenuity-based platforms, and how to build community through remote learning options.	\$2,000.00	No
<b>3.16</b>	Provide Professional Development (PD) specific to Professional Learning Communities (PLC) for TK-12 teachers and principals (equity & cultural proficiency focus)	Provide ongoing professional development on Professional Learning Communities (PLC) for TK-12 site principals and their teams to increase focus on issues of equity, cultural competence, and student achievement. This work will occur over a three-year span, with additional cohorts of teachers participating each year.	\$50,000.00	Yes
<b>3.17</b>	Develop and implement student-specific attendance outreach plans	Within all San Marcos schools, the Attendance Clerk, Assistant Principal, Counselor, Social Worker will meet twice a month to review attendance data and create outreach plans tailored to individual students. The effectiveness of this process in increasing attendance rates will be evaluated on an annual basis, and adjusted accordingly. No additional funds will be used for this action, as it will be part of the district core practices.	\$0.00	No
<b>3.18</b>	Develop leadership pathway for culturally diverse staff (BIPOC)	San Marcos Unified will form a partnership with California State University, San Marcos, to offer a pathway to school administration (credential) for a cohort of interested SMUSD staff from culturally diverse backgrounds (BIPOC), in order to increase diversity within school leadership teams, and better representation the cultures of students served within the San Marcos community. School fees will be	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		funded by the district in order to remove financial hardship obstacles and barriers for SMUSD team members. The program will be designed in the 2021-2022 School Year and launched through CSUSM in the 2022-2023 School Year. At this time, there are no associated fees with this action.		
<b>3.19</b>	Continue inclusion opportunities for students with disabilities within the general education classroom to the greatest extent possible.	<p>Research supports inclusion of students with exceptionalities in the general education classroom setting. As Carl A. Cohn, EdD, executive director of the California Collaborative for Educational Excellence, points out, "It's important ... to realize that special education students are first and foremost general education students." Studies show that inclusion is beneficial for all students — not just for those who get special education services. In fact, research shows that inclusive education has positive short-term and long-term effects for all students. Kids with special education needs who are in inclusive classes are absent less often. They develop stronger skills in reading and math. They're also more likely to have jobs and pursue education after high school. The same research shows that their peers benefit, too. They're more comfortable with and more tolerant of differences. They also have increased positive self-esteem and diverse, caring friendships. (Understood, 2020)</p> <p>To date, 79% of students with exceptionalities in San. Marcos Unified receive instruction within the general education setting for at least 50% of the academic day. District teams will commit to continuing and enhancing this practice over the course of the next three years by continuing collaborative partnerships, PLCs, and professional development between and for special education and general education staff. No additional funds will be used for this action, as it will be part of the district core practices.</p>	\$0.00	No

## Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Numerous measures have been taken to make progress in providing safe, welcoming, and inclusive school climates for all students and their families to enhance connectedness and engagement.

During the 2022-23 school year, Kinder Future continued to provide LGBTQ+ staff professional development and consultation. To-date, 17 out of 18 school sites have received staff professional development. Additionally, school administrators and pupil personnel service professionals (school counselors, social workers, school psychologists, and school nurses) have received training on gender identity support planning (IDSP). Kinder Future provided 28.5 consultation hours during the 22-23 SY to district and site administrators, teachers and other student support personnel regarding Identity Support Planning and other LGBTQ related supports. (3.1)

All SMUSD students (K-8) received the Second Step Social Emotional Learning Curriculum. Secondary students (grades 7 & 9) participated in “Hope and Cope” presentations delivered by school social workers and/or school counselors. There is currently no consistency district wide on the Second Step lessons students receive (3.4)

While site principals and some schools received Restorative Practices training from the San Diego County Office of Education, there has not been district wide PBIS and restorative practices training. (3.5)

Site administrators and three elementary school teams received Trauma Informed Care (TIC) professional development. A multidisciplinary Trauma-sensitive workgroup is not needed at this time, as TIC is being integrated into all professional development and learning via our MTSS plans. Social emotional wellness, mental health education, suicide prevention, etc are all components that are positively impacting our ability to have a more trauma informed approach as a district. (3.7)

The addition of the Homeless Assistance Counselor was a huge benefit to students grades 9-12. The Homeless Assistance Counselor was able to provide intensive 1:1 services to these students to assist them in creating and reaching their individual goals and was able to assist 84 percent of high school seniors complete their FAFSA or CADAA. Additionally, ongoing training and consultation for school site McKinney Vento liaisons aided in more accurately identifying students who qualified for McKinney Vento support. The site liaisons were also able to provide additional resources to families in need through the collaboration with the District McKinney Vento Coordinator. The Coordinator of Foster Youth provided ongoing coordination of services, collaboration with outside agencies to enhance support and direct services to support foster youth students. (3.8)

All K-8 received Second Step SEL curriculum which includes bullying prevention lessons while all high school students also received lessons on bullying prevention education and reporting procedures. (3.12)

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

In an effort to ensure high quality, meaningful professional development opportunities, it was determined to implement targeted focus areas for phase 1 of implementation, including action 3.1, 3.2, 3.4, and 3.16. The additional areas of focus will be implemented in the 23-24 school year. And it is anticipated the remaining balance will be expended.

3.1 - Expenditure exceeded by \$4,000

3.2 - Entitlement for this action was not expended.

3.4-No change in expenditure

3.16-Not all entitlement expended due to scheduling.

An explanation of how effective the specific actions were in making progress toward the goal.

In order to monitor the effectiveness of both LGBTQ+ staff professional development and social-emotional wellness programming, the California Healthy Kids Survey (CHKS) is reviewed. According to the 2022-23 CHKS survey, there has been a 50% increase in perceived safety and 13% increase in school connectedness among non-binary secondary students. 22-23 CHKS data also reflects a 4% decrease in chronic feelings of hopelessness among non-binary secondary students. Overall school connected for all students grades 5 - 11 increased in the 2022-23 school year as measured by CHKS.

According to the Panorama Survey, only 42% of students (grades 3- 8) expressed a sense of being valued. This finding suggests that a substantial number of students may not feel fully recognized and appreciated within the school environment, potentially impacting their motivation and engagement.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goal will remain as written with an increased focus on providing mental health resources, and support for LGBTQ+ inclusion and to address issues of racism. For the 2023-24 SY, increasing access to full-time counselors and social workers will also be prioritized to support this goal. (2.17), (2.23)

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
4	Facilitate parent and family engagement through enhanced community involvement opportunities, increased, two-way communication, and meaningful partnerships with local organizations and stakeholders to support student learning and build connections within and across all district schools.

An explanation of why the LEA has developed this goal.

The San Marcos Unified Team recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. District and site-level leaders shall work with parents/guardians and family members to jointly develop and agree upon strategies to meaningfully involve parents/guardians and family members in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home. Parents/guardians shall continue to be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so. This goal supports the following California LCFF Priority Areas: Priority 3: Parental Involvement (Engagement) and Priority 6: School Climate (Engagement).

Based on findings from the San Marcos Unified annual LCAP survey, conducted through Hanover Research in Spring 2021, 30% of parents of English Learner students, 44% of Foster Youth guardians, and 36.5% of parents of students with special needs indicated they are not provided with enough resources to support their students, which will be addressed by the district through LCAP goals and associated actions. The overall SMUSD parent population, as measured by the LCAP survey, demonstrated a need to further encourage parent and community involvement, with 35% of respondents indicating this collaborative effort is not currently occurring. Additionally, 58% of parent respondents indicated they are not involved in decision-making processes at their children's schools, and 64% stated they are not involved in decision-making at the district level. 39% of parents indicated they do not receive sufficient communication regarding their child's progress. Parent engagement, outreach, and communication strategies will be embedded within the new San Marcos Unified LCAP, in order for parents to feel heard, informed, valued, and involved.

Through district and school-level comprehensive needs assessments, inclusive of stakeholder survey data, focus groups, and PTO, English Learner Advisory Councils, School Site Councils, District Parent Advisory Committee, and District English Learner Advisory Council input, the Director Special Programs and District Parent Liaison will collaborate to develop a Parent Engagement Calendar of Workshops and Events that address the needs expressed by the parent community. Based on the results of the 2020 District Operations Survey (2,544 responses), 37% of respondents indicated their primary concerns for their students were "social-emotional needs," and 30% of respondents indicated their greatest concern for their students were "academic needs." In order to honor and address these areas of concern, San Marcos leaders and support staff will offer trainings for parents/guardians to provide tools for supporting students in these realms at home. School social workers will continue to provide digital resources (videos and linked activities) for the SMUSD Parent Engagement Youtube Channel around mental health topics such as stress, anxiety, depression, peer relationships, and engagement. San Marcos Unified will continue to contract



with community mental health providers such as North County Family Counseling, to lead seminars on teen mental health and to facilitate Empower groups (group counseling for parents/teens) at secondary sites. Academic support resources for parents will be offered at the school level via parent conferences, family reading days, family STEAM events, family math nights, and college awareness seminars conducted by high school counselors. All schools will work with key stakeholders to develop annual School Plans for Student Achievement, inclusive of a parent engagement goal, that addresses the unique context and needs of individual school communities.

In adherence with state parent involvement policies, specific district-wide offerings will be availed to the parent community of Title One schools, including Triple P Positive Parenting, Health and Safety fairs, and Connect to Compete. Additional district-level parent engagement workshops will be designed specifically for parents of English Learner students, including the Parent Institute for Quality Education, English Learner Resource Night, and parenting classes presented by the Mano-a-Mano Foundation. Childcare and interpreters will be provided at all district parent engagement events. As required by ESSA, every Title One school will hold an annual Title One Meeting, inviting stakeholder to provide input regarding services, programs, supports, and expenditures for students as part of their School Plans for Student Achievement and Title One budget plans. Several high-need Title One schools will also dedicate a portion of their annual Title One allocations to employing community liaisons, to assist with parent outreach and help to develop on-site engagement opportunities based on the specific context and unique needs of each site.

In accordance with parent engagement requirements under ESSA, every San Marcos school will also elect a School Site Council, and English Learner Advisory Committee, to afford leadership and input opportunities for parents in regards to school goals, programs, services, and expenditures. The SSC and ELAC will also be responsible for providing stakeholder feedback and approving the annual School Plans for Student Achievement (SPSAs), within each district school. Site leaders will be accountable to these key stakeholder groups when developing annual budgets and reporting progress on goals. At the district level, the need for parent leaders is also critical, to help ensure input regarding policies and programs impacting students. San Marcos Unified will continue to hold monthly meetings with the Parent Advisory Council and District English Learner Advisory Council, consisting of representatives from all school sites, wherein these parent leaders will provide feedback and input on district-level initiatives, plans, and policies.

Local and state assessment data indicate two groups of students to be particularly at-risk for chronic absenteeism, suspensions, and academic failure: homeless youth and foster youth. To address these needs, the District Foster Youth Liaison and Homeless Youth Liaison/Parent Liaison will continue to expand outreach efforts with parent and legal guardians of these vulnerable student groups through consultation phone calls, meetings, and shelter/ group home visits. The liaisons will provide information and access to community resources around basic physical, mental health, and personal care needs; along with academic needs. Several high-need Title One schools will also dedicate a portion of their annual Title One allocations to employing community liaisons, to assist with parent outreach and help to develop on-site engagement opportunities based on the specific context and unique needs of each site. Every San Marcos Unified school will appoint one assistant principal to serve as the site homeless and foster youth liaison, working collaborating with the district-level liaisons to identify and provide individualized and customized supports and services to every foster youth and homeless youth on campus.

It is essential that parents understand their child's progress, and are afforded opportunities through the school to be further engaged in their child's life. According to the 2021-2021 Speak Up Survey results, 73% of parents "agree" they understand their child's progress. 46% of parent survey respondents "agree" the school provides ways for them to be engaged in their child's life. San Marcos Unified will collectively



strive to improve outcomes in these key indicator areas, to ensure that all parents and guardians are supported in understanding their child's progress, and view the school as a true partner in elevating levels of engagement with their students.

A final important aspect regarding parent engagement in San Marcos pertains to communication. According to the 2021 Speak Up Survey, 62% of parent respondents indicated they are "very" or "somewhat" satisfied with communication pertaining to general district information. In a 2020 District Operations Survey sent to all parents/guardians, 12% of respondents indicated the most important area for SMUSD to focus on for improvement is communication. When selecting preferred communication methods via the survey, 93% of respondents indicated email, 48% selected text messages, 31% chose phone calls, 28% selected the district website, and 15% indicated in-person meetings as a preferred method. In response to community need and input, San Marcos Unified will continue to use multiple modes of communication including social media, school and district websites, School Messenger (for emails, texts, and phone blasts), and community meetings where applicable. Weekly updates from the superintendent to all district community members will be a continued practice, and will be provided in tandem with weekly updates from site principals across the district.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
M-4.1) The number of parents completing the annual district LCAP survey to provide input into decisions for the district and schools	2020-2021 School Year: 1,367 parent completed the annual Hanover survey	2021-22 Status: 561 SMUSD parents completed the annual Hanover Survey.	2022-23 Status: 639 SMUSD parents completed the annual Hanover Survey (+78)		Status: 100% increase: 2,734 parents will complete the annual Hanover survey in 2013-2024.
M-4.2) DISCONTINUED (22-23): The percentage of annual LCAP survey respondents selecting "Valuable Parent Workshops are Offered" on the annual district survey	2018-2019 District annual LCAP Stakeholder survey: 75% of parents surveyed feel that valuable workshops are offered. Survey results reflect all parent participants. *2019-2020/2021-2022 parent in-person	2021-22 Status: Data not available, as the question that addresses this topic was omitted on the LCAP survey.	DISCONTINUED (22-23)		Status: 100% of district annual LCAP survey respondents will select "Valuable Parent Workshops are Offered" option

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	workshops impacted by COVID-19 public health protocols prohibiting large indoor gatherings				
M-4.3) The percentage of annual LCAP survey respondents selecting "I have participated in 1 or more activities at my child's school"	2018-2019: 88% of parents surveyed have participated in activities at their child's school. Survey results reflect all parent participants. *2019-2020/2021-2022 in-person school activities impacted by COVID-19 public health protocols	2021-22 Status: 69% of parents indicated a high level of involvement at school	2022-23 Status: 70% of parents indicated a high level of involvement at school (+1)		Status: 100% of parents surveyed via the annual district LCAP stakeholder survey will indicate they have participated in 1 or more activities at their child's school.
M-4.4) The percentage of annual LCAP parent/guardian survey respondents selecting "I feel I am kept informed through effective means of communication"	2018-2019 89% of parents surveyed felt they are kept informed through effective means of communication. Survey results reflect all parent participants.	2021-22 Status: 79% of parents agreed or strongly agreed that they are kept well informed of events and activities of the school.	2022-23 Status: 82% of parents agreed or strongly agreed that they are kept well informed of events and activities of the school (+3%)		Status: 100% of parents surveyed via the annual district LCAP stakeholder survey will indicate they are kept informed through effective means of communication.
M-4.5) The percentage of annual LCAP parent/guardian survey respondents selecting "I feel communication is	2018-2019 83% of parents surveyed felt communication is timely and up-to-date. Survey results reflect all parent participants.	2021-22 Status: 77% of parents surveyed felt communication is timely and up-to-date. Survey results reflect all parent participants.	2022-23 Status: 76% of parents surveyed felt communication is timely and up-to-date. Survey results reflect		Status: 100% of parents surveyed via the annual district LCAP stakeholder survey will indicate they feel

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
timely and up-to-date."			all parent participants (-1%)		communication is timely and up-to-date.
M-4.6) The percentage of annual Speak Up Survey respondents (parent group) who "agree" with the statement: "I understand my child's academic progress in school."	2020-2021: 73% of parents "agree" they understand their child's progress	2021-22 Status: 73% of English survey respondents agreed with this statement, while 81% Spanish speaking respondents agreed.	2022-23 Status: 73% of English survey respondents agreed with this statement 0% change), while 80% Spanish speaking respondents agreed (-1%).		Status: 90% of parents surveyed via the Speak Up Survey will "agree" with the statement: "I understand my child's academic progress in school."
M-4.7) The percentage of annual Speak Up Survey respondents (parent group) who are "very satisfied" or "somewhat satisfied" with general communication from the district.	2020-2021: 62% of parents are "very" or "somewhat" satisfied with general communication	2021-22 Status: 61% of parents are "very" or "somewhat" satisfied with general communication	2022-23 Status: 73% of parents are "very" or "somewhat" satisfied with general communication (+12%)		Status: 90% of parents surveyed via the Speak Up Survey will be "very" or "somewhat" satisfied with general communication from the district
M-4.8) The percentage of annual Speak Up Survey respondents (parent group) who "agree" with the following statement: "The school provides ways for me to be engaged in my child's life."	2021-2021: 46% of parents "agree" the school provides ways for them to be engaged in their child's life.	2021-2022 Status: 46% of English Only parents "agree" that the school provides ways for them to be engaged in their child's school life, while 75% of Spanish speaking parents "agree" with this statement.	2022-2023 Status: 63% of English Only parents "agree" that the school provides ways for them to be engaged in their child's school life (+17%), while 59% of Spanish speaking parents "agree" with this statement (0%).		Status: 80% of parents surveyed via the Speak Up Survey will "agree" the school provides ways for them to be engaged in their child's life.

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Strengthen communication with parents/guardians whose primary language is other than English	Continue to employ a district translator to strengthen communication with parents/guardians whose primary language is other than English. School staff will continue to have access to these services as needed. Translator will continue to use a ticket system for services, and continue to train bilingual classified staff on best practices for translation/interpretation. This will be an ongoing service over the course of the next three years.Funding reflected in Goal 3 actions.	\$0.00	No
4.2	Provide ongoing workshops to parents based on areas of interest.	<p>The San Marcos Unified Director of Special Programs, in collaboration with TK-12 school principals, will determine areas of interest based on parent input. Family engagement events will be offered throughout the year, in both in-person and virtual formats, focusing on student achievement and social issues. Examples from the 2020-2021 school year included district level parent engagement events such as:</p> <p>1) PARENT INSTITUTE FOR QUALITY ENGAGEMENT (PIQE): 8 WEEKS OF PARENTING CLASSES FOR SPANISH-SPEAKING PARENTS/GUARDIANS AT 2 SITES: LA MIRADA ACADEMY &amp; SAN MARCOS MIDDLE. PARENTS LEARN ABOUT THE K-12 EDUCATIONAL SYSTEM, AND HOW BEST TO SUPPORT STUDENTS FOR SUCCESS WITHIN THAT SYSTEM.</p> <p>2) FAMILY EMPOWERMENT VIRTUAL CLASSES WITH NORTH COUNTY FAMILY COUNSELING: 3 MONTHS OF TWICE WEEKLY CLASSES FOR PARENTS ADDRESSING MENTAL HEALTH ASPECTS OF “PARENTING THROUGH A PANDEMIC.” PARTICIPANTS: PARENTS OF MIDDLE SCHOOL/HIGH SCHOOL STUDENTS. TOPICS INCLUDE: COPING WITH ANXIETY/DEPRESSION, NAVIGATING SOCIAL MEDIA, SETTING BOUNDARIES, ETC.</p> <p>3) SMUSD SCHOOL SOCIAL WORKER PARENT VIDEO SERIES: “PANDEMIC PARENTING”. SMUSD SOCIAL WORKERS WILL CREATE VIDEOS ADDRESSING TOPICS SUCH AS HELPING STUDENTS WITH ANXIETY, DEVELOPING COPING SKILLS,</p>	\$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>STRESS RELIEF, ETC. RELEASED TO ALL FAMILIES IN SMUSD &amp; ADDED TO SMUSD PARENT ENGAGEMENT YOUTUBE CHANNEL.</p> <p>4) JEWISH FAMILY SERVICES “TRIPLE P” PARENT WORKSHOP SERIES: TRIPLE P WILL HOLD VIRTUAL CONFERENCES PRIORITIZING SITES WITH 75% OR HIGHER FREE OR REDUCED LUNCH PARTICIPATION. WITH AVAILABILITY OF SPACES, WE WERE ABLE TO OPEN THIS WORKSHOP TO ANY INTERESTED PARENT IN SMUSD. TOPICS ADDRESSED FOCUS ON “POSITIVE PARENTING DURING A PANDEMIC” FOR PARENTS/GUARDIANS OF ELEMENTARY STUDENTS. ZOOM MEETINGS OCCUR IN BOTH ENGLISH AND SPANISH FOR EACH SITE.</p> <p>5) VIRTUAL VAPING PREVENTION &amp; EDUCATION WORKSHOP: SAN MARCOS PREVENTION COALITION WILL PRESENT ON THE DANGERS OF VAPING</p> <p>6) VIRTUAL PRESENTATION: DRUG ABUSE PREVENTION EDUCATION: ROCKY HERRON, FORMER DEA AGENT, WILL PRESENT TO PARENTS ON SUBSTANCE ABUSE PREVENTION</p> <p>7) MYON READING PROGRAM PARENT TUTORIAL (PRE-RECORDED) Released to correspond with Pilot launch on March 1, 2021. ADDED TO SMUSD PARENT ENGAGEMENT YOUTUBE CHANNEL.</p> <p>SMUSD TITLE THREE LIMITED ENGLISH PROFICIENT PARENT ENGAGEMENT DESCRIPTION 2020-2021:</p> <p>1) MANO-A-MANO ORGANIZATION: 6 VIRTUAL WORKSHOPS OVER THE COURSE OF THE YEAR FOR SPANISH SPEAKING PARENTS ON TOPICS TO INCLUDE: PANDEMIC PARENTING. SUPPORTING STUDENTS IN DISTANCE LEARNING, HAVING DIFFICULT CONVERSATIONS WITH STUDENTS, SUBSTANCE ABUSE &amp; PREVENTION, MENTAL HEALTH, COLLEGE/CAREER READINESS. ALL WORKSHOPS WILL BE RECORDED AND SHARED WITH ALL SPANISH-SPEAKING FAMILIES IN THE</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>DISTRICT AND ADDED TO THE SMUSD PARENT ENGAGEMENT YOUTUBE CHANNEL.</p> <p>2) MYON READING PROGRAM PARENT TUTORIAL (PRE-RECORDED)</p> <p>In response to the global pandemic and shift to remote instruction, additional parent resources included:</p> <p>1) Directions and videos for the different online resources available to students</p> <p>2) A video for families to help prepare them for online learning</p> <p>3) Google Form for parents and students to submit technology questions</p> <p>4) Technology help desk phone line to help parents and students troubleshoot issues with Chromebooks and applications (Google Classroom, Zoom, Clever, YouTube, etc.</p> <p>Site-level parent engagement opportunities occurring over the course of the 2020-2021 School Year included:</p> <p>1) Parent Presentation for Check Your Mood Week: 7th grade parents learn about and discuss the SOS Signs of Suicide Prevention Program and bullying prevention.</p> <p>2) Virtual AP Parent Information Sessions to support students and parents with overview information and best practices for AP in the virtual / 4x4 environment.</p> <p>3) Virtual Coffee Chats with families on topics of relevance for our students, site, community, and beyond. Topics have included school reopening plans, how we are supporting students during the pandemic, technology, tips for supporting students at home, etc</p>		

Action #	Title	Description	Total Funds	Contributing
<b>4.3</b>	All schools will hold a minimum of 9 School Site Council meetings per year	All schools in San Marcos Unified will continue the current practice of electing a School Site Council, comprised of 50% staff (certificated and classified) and 50% parents. Monthly meetings will be focused on planning, gaining feedback, developing and approving School Safety Plans and School Plans for Student Achievement; SMUSD Parent Engagement Board Policy update input, providing input on programs, budgets, and site goals. This practice will continue over the course of the next three years (2021-2024 LCAP cycle). No additional funds will be used for this action, as it will be part of the district core practices.	\$0.00	No
<b>4.4</b>	All schools will conduct a minimum of four English Learner Advisory Committee (ELAC) meetings per year.	All schools in San Marcos Unified will continue the current practice of electing an ELAC Board, and holding meetings no less than four times per year. Meetings will focus on building community amongst our EL parent population, providing learning for parents about school and district policies, such as ELPAC testing, reclassification, etc., providing input regarding English Learner site programs and services, School Plans for Student Achievement, and site budget decisions. This practice will continue over the course of the next three years (2021-2024 LCAP cycle). No additional funds will be used for this action, as it will be part of the district core practices.	\$0.00	No
<b>4.5</b>	Facilitate monthly meetings with the District English Learner Advisory Committee	Continue to facilitate monthly meetings with the District English Learner Advisory Committee in order to address the legal tasks of DELAC, including attendance awareness, EL Master Plan input and approval, LCAP input and approval, input regarding, educator equity procedures, review of annual needs assessment survey, approval of the Consolidated Application for Federal Funds and LCAP Federal Addendum, and presentation to the Governing Board regarding recommendations for English Learner programs, supports, and services. This will be an ongoing practice that will occur throughout the duration of the LCAP three-year plan from 2021-2024. No additional	\$0.00	No



Action #	Title	Description	Total Funds	Contributing
		funds will be used for this action, as it will be part of the district core practices.		
<b>4.6</b>	Facilitate Monthly Meetings with the District Parent Advisory Committee	The superintendent will continue to hold monthly PAC meetings to address current issues in the district, receive input on policies, plans, programs, address questions/concerns regarding practices, and receive LCAP stakeholder input and approval, in addition to listening to recommendations for increasing/improving communication and parent engagement. This will be an ongoing practice that will occur throughout the duration of the LCAP three-year plan from 2021-2024. No additional funds will be used for this action, as it will be part of the district core practices.	\$0.00	No
<b>4.7</b>	REVISED (22-23): Provide community updates on a weekly basis.	San Marcos Unified will continue to use multiple modes of communication including social media, school and district websites, School Messenger (for emails, texts, and phone blasts), and community meetings where applicable. Weekly updates from the superintendent to all district community members will be a continued practice, and will be provided in tandem with weekly updates from site principals across the district. Communication methods and effectiveness will be evaluated on an annual basis (via district and site parent leadership committees, LCAP focus groups, and annual LCAP Educational Partner survey) to monitor and adjust accordingly. No additional funds will be used for this action, as it will be part of the district core practices.	\$0.00	No
<b>4.8</b>	Continue to expand outreach for parents/guardians/caregivers of homeless and foster youth	District Foster Youth Liaison and Homeless Youth Liaison/Parent Liaison will continue to expand outreach efforts with parent and legal guardians of these vulnerable student groups through consultation phone calls, meetings, and shelter/ group home visits. The liaisons will provide information and access to community resources around basic physical, mental health, and personal care needs; along with academic needs. Every San Marcos Unified school will appoint one	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		assistant principal to serve as the site homeless and foster youth liaison, working collaborating with the district-level liaisons to identify and provide individualized and customized supports and services to every foster youth and homeless youth on campus. No additional funds will be used for this action, as they are embedded within the personnel costs of the District Homeless/Parent Liaison and District Foster Youth Liaison (Goals 2-3).		
<b>4.9</b>	Bolster parent engagement and two-way communication within Title One schools	Three high-need Title One schools will dedicate a portion of their annual Title One allocations to employing community liaisons, to assist with parent outreach and help to develop on-site engagement opportunities based on the specific context and unique needs of each site. All school sites will have the option to use state and federal funds to hire a site community liaison as an action within their annual School Plans for Student Achievement.	\$169,607.00	Yes
<b>4.10</b>	Continue and expand community partnerships to serve students and families	San Marcos staff will continue to form and maintain positive community partnerships with local organizations and entities including Palomar College, Cal State San Marcos, Boys and Girls Club of San Marcos, the San Marcos Promise Foundation, and local businesses for the purpose of supporting and enhancing educational opportunities for students. No additional funds will be used for this action, as it will be part of the district core practices.	\$0.00	No
<b>4.11</b>	Provide parents/guardians of Foster Youth, Students with Disabilities, and English Learner students, with resources to support	Based on findings from the San Marcos Unified annual LCAP survey, conducted through Hanover Research in Spring 2021, 30% of parents of English Learner students, 44% of Foster Youth guardians, and 36.5% of parents of students with special needs indicated they are not provided with enough resources to support their students. The district EL Coordinator, Foster Youth Liaison, and special education coordinators, in collaboration with site administrators and social workers, will offer additional resources to support student achievement at home, including parent workshops, videos, and handouts linked to	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
	student achievement at home.	the district website.No additional fees will be incurred through this action, as they are embedded with District and Site Parent Workshops (Goal 3), personnel costs for District Homeless/Parent Liaison, Foster Youth Liaison, and District EL Coordinator, as well as district core practices.		
<b>4.12</b>	San Marcos Unified will continue to promote parental participation in programs for individuals with exceptionalities.	San Marcos Unified will continue to promote parental participation in programs for individuals with exceptionalities through collaboration and partnership with the local SELPA: North County Consortium for Special Education (NCCSE). NCCSE offers numerous parent workshops, throughout the year, on topics related to parenting and supporting learners with exceptionalities. SMUSD will publicize these events and offerings through the PeachJar flyer-sharing system, as well as share information about these programs/workshop calendar through IEP meetings. Additionally, our District Foster Youth Liaison, Homeless Youth Liaison/Parent Liaison, SMUSD Administrator for K-12 English Learners, and site Assistant Principals will be responsible for providing a variety of communication to parents and guardians of foster youth, English learners, and low income students regarding services and supports for their children and families. This outreach includes use of our automated phone, email, and text software program, as well as individual and group communication and the use of paper flyers. No additional funds are required for this action, as it is part of the district core practices and programs.	\$0.00	No

## Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Actions related to goal 4, facilitate parent and family engagement through enhanced community involvement opportunities, increased, two-way communication, and meaningful partnerships with local organizations and stakeholders to support student learning and build connections within and across all district schools, was accomplished with only minor adjustments. For example, SMUSD provided numerous workshops for parents and families in areas of need and interest, including: Virtual Parent Academy, drug awareness training, Digital Identity training, stranger danger student sessions, Triple P Training with Jewish Family Services, and Mano y Mano parent workshops in Spanish.

Additionally, both District English Language Advisory Committee (DELAC) and District Parent Advisory Committee (PAC) meetings were held monthly at the district office. Also, SMUSD has continued to provide services and conducted multiple efforts to support students that are considered homeless under the McKinney-Vento act. For example, ongoing training of school personnel and consultation with McKinney-Vento liaisons has occurred, in order for district personnel to be able to more accurately identify students who qualify for McKinney-Vento support. As a result, we have been able to provide additional resources to families in need through collaboration with the District Foster-Homeless Coordinator. In addition, the Foster-Homeless Coordinator has focused on coordinating services and collaborating with outside agencies to enhance support for students and families. The district has also made strives under the goal to continue community partnerships, such as with Connect 2 Compete, San Diego County Office of Education, San Diego Sheriff's Department, and Jewish Family Services. (4.2)(4.9)

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal four was slightly over budget by approximately \$24,000. These additional expenditures are as a result of an increased interest and requests for additional parent and family engagement offerings. (4.9)

An explanation of how effective the specific actions were in making progress toward the goal.

Based upon metrics and community engagement feedback, the actions delineated in the LCAP were effective in meeting Goal 4. Specifically, there was an increase in the number of parents that participated in the LCAP Hanover Survey by 78 individuals. Additionally, 70% of parents indicated that they had participated in activities at their child's school, and 82% of parents agreed that they are kept well informed of events and activities at school (a 3% increase from the prior year). In the LCAP survey, parents also agreed that communication is provided in a timely manner (76%), and that they understood their child's academic progress in school (73%). Finally, 73% of parents indicated that they are "very satisfied" or "somewhat satisfied" with the general communication from the district.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Goals and actions related to Goal 4, facilitating parent and family engagement through enhanced community involvement opportunities, increased, two-way communication, and meaningful partnerships with local organizations and Educational Partners, will continue to be implemented as stated in the LCAP.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

## Actions

Action #	Title	Description	Total Funds	Contributing

## Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

**A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$17,040,590	\$0

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.06%	0.00%	\$0.00	8.06%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Action 2 (Goal 1) English Learners: The use of iReady diagnostic assessments in reading and math (included within the new Ready Math Classroom adoption package ensuring guaranteed and viable curriculum in mathematics for K-8 students) will provide teachers and school leaders with ongoing data regarding student progress towards mastery of grade level standards in ELA and math. Through this ongoing progress monitoring and data.

How the needs of FY, EL, and/or low-income students were considered first:

The use of iReady diagnostic assessments in reading and math has provided valuable data to teachers and school leaders regarding student progress towards mastery of grade-level standards in ELA (English Language Arts) and math, specifically FY, EL and/or low income students.

By administering these assessments on an ongoing basis, teachers are able to gather data on individual student performance and track their progress over time. This allows educators to gain insights into each student's specific needs and tailor their instruction accordingly. The ongoing progress monitoring provided by iReady assessments helps ensure that students are on track to meet grade-level standards.



How these actions are effective in meeting the goals for these students:

The 2021-22 California Dashboard data for English Learners indicates that 52.3% of the students are making progress towards English Language proficiency. Additionally, English Learners showed 18.41% of the students met or exceeded the standards on the CAASPP for English Language Arts in 2022. For students identified as low-income, on the 2022 CAASPP mathematics assessment it indicated that these students performed at the met or exceeded standards at a rate of 14.96%.

Action 5 (Goal 1) EL, FY, Low-Income:

Develop and implement district-wide cohesive, aligned, standards-based interim/benchmark assessments for every grade level, TK-12, to monitor student progress in ELA and math. In order to accurately monitor student progress across the district, and make necessary adjustments in instructional materials, programs, or delivery, it is essential to collect and analyze common grade-level performance data a minimum of three times per year. To date, TK-5 students follow an assessment pacing calendar, meaning students are given common, curriculum-based interim assessments in ELA and math to measure mastery towards meeting/exceeding grade level standards in these areas. Secondary students are currently discussing the development of common, curriculum-based assessments to be administered across school sites, in order to inform instruction and track student progress towards college and career readiness. Tableau is a data management software program with an annual fee of \$12,690 that provides data analysis reports for district and site teams to track Dashboard indicators and local student achievement, behavior, and attendance data to drive instructional programs and supplemental support offerings.

How the needs of FY, EL, and/or low-income students were considered first:

To ensure accurate monitoring of student progress across the district and make necessary adjustments in instructional materials, programs, or delivery, data is collected and analyzed common grade-level performance data multiple times per year. The use of common, curriculum-based interim assessments in ELA and math helps with our commitment to EL, FY, and Low income students. Through the alignment, instruction is better informed and student progress is more effectively tracked. Overall, the combination of curriculum-based interim assessments, ongoing data analysis and the use of Tableau has contributed to the ability to monitor progress and make informed instructional decisions.

How these actions are effective in meeting the goals for these students:

There have been a total of 8 dashboards created in Tableau to analyze student data. These included demographics, discipline, attendance, secondary grades, elementary grades, CAASPP data, ELPAC data and CTE program progress. This development has given the district and school personnel the ability to view student data at a glance in an effort to make informed instructional decisions. The iReady reading assessments shows 61% of all SMUSD students scored at or above grade level in Reading and 63% in Mathematics.

Action 6 (Goal 1) EL, FY, Low-Income:

Provide supplemental digital curriculum to support core instruction

Teachers will be provided with digital, supplemental tools to support their teaching, including iReady math/reading personalized learning pathways, MyON digital libraries, Newsela social studies/language arts text, NearPod, Rosetta Stone (for English Learner students), and Thrively. The purpose of this supplemental curriculum is to support and enhance the core instruction with additional digital personalized learning tools to reinforce the core concepts and standards taught. District data supports evidence of achievement gaps for English Learner students, foster youth, and socioeconomically disadvantaged students. Integration of digital tools that provides students access to personalized learning paths will help provide targeted supplemental learning for these student groups. Teachers also have the capacity to assign students specific tasks/lessons set at their individual independent instructional levels to ensure access and equity to standards-based assignments.

How the needs of FY, EL, and/or low-income students were considered first:

The EL, FY, and low-income students have been taken into consideration through the provision of supplemental tools to support teaching. Each is aimed at supporting and enhancing core instruction with additional digital personalized learning. Core concepts are reinforced to match the learning unique learning style of each of the subgroups. Teachers have the ability to set individualized instructional levels to enhance learning opportunities and to meet the needs were the student is currently performing.

How these actions are effective in meeting the goals for these students:

Based on the community partner perspective in the Hanover Survey, all subgroups, including students agreed or strongly disagreed that our teachers are using technology in the classroom. 69% agree or strongly disagree that they are getting the resources and supports that they need academically.

Action 7 (Goal 1) English Learners, Foster Youth, Low-Income.:

Provide professional development for instructional staff around evidence-based strategies for learning acceleration for students performing below grade level academic expectations.

In today's diverse classrooms, educators must be prepared to teach students with a wide range of academic needs. Students evidencing an academic struggle will require specialized, evidence-based strategies to promote learning acceleration, and to narrow achievement and opportunity gaps within the general education classroom setting. As a result of the COVID-19 pandemic, all teachers within San Marcos Unified will need to be equipped to mitigate learning loss, while simultaneously ensuring all students are on-track to meet or exceed grade level academic standards. Specialized, systemic professional development will be available to all teachers within the district to ensure they have the tools and strategies needed to help all students achieve at high levels. District data supports evidence of achievement gaps for English Learner students, foster youth, and socioeconomically disadvantaged students. This specialized training will equip teachers with the

strategies and tools needed to provide targeted instruction in areas of need for these student groups, in order to narrow, and eventually eradicate, achievement and opportunity gaps.

How the needs of FY, EL, and/or low-income students were considered first:

English Learners (EL), foster youth (FY), and low-income students have been taken into consideration to show that our classrooms are met with a wide range of needs and through their diversity, the teachers must be prepared to address this wide range. Through professional development, teachers understand that the students require evidence-based strategies to promote learning. In addition, the professional development opportunities assist staff in utilizing district data to address the achievement gaps. The focus is on specialized strategies related to professional development opportunities.

How these actions are effective in meeting the goals for these students:

Professional development opportunities were provided across a variety of subject areas and grade levels. Trainings included, but were not limited to, Orton Gillingham, iReady and Ready Math, Math Discourcem Science PD and Literacy 101.

Action 19 (Goal 1) English Learners, Low-Income.:

Continue contract with Hanover Research to conduct surveys/focus groups, and provide toolkits on best practices in TK-12 instruction. It is essential that all educators within San Marcos Unified have access to current research and customized toolkits based on evidence-based practices across curricular areas. San Marcos Unified will continue the ongoing partnership with Hanover Research, to ensure staff are implementing only practices proven to be effective in the classroom setting. The Hanover Research team will focus on creating toolkits/guidance applicable within the unique context of San Marcos Unified, targeting research around evidence-based practices for improving outcomes for English Learners and students from poverty, to address the most notable achievement gaps in the district. Hanover will also develop, distribute, and analyze data from stakeholder surveys, as part of a comprehensive needs assessment (providing analysis inclusive of feedback from parents of low SES and English Learner students), as well as conduct stakeholder focus groups (including groups specifically for parents of English Learners) to identify strengths and weaknesses in the district programs and operations, and recommend evidence-based practices to improve areas of need.

How the needs of FY, EL, and/or low-income students were considered first:

The District recognizes the importance of providing educators with access to current research and evidenced based practices. To provide meaningful data, the outcomes of the Hanover Survey are regularly reviewed to address the most notable gaps in achievement. Increases in the Hanover Survey (39%) participation has increased providing more valuable feedback regarding the target groups. Parents have noted, through survey results, that they are feeling highly involved.

How these actions are effective in meeting the goals for these students:

The data provided indicates the level of participation in the 2022-23 LCAP Hanover Survey. A total of 2,992 students, staff, parents, and community members took part in the survey, representing a significant increase of 39% compared to the previous year's participation rate.

In terms of focus group sessions conducted by Hanover, six sessions were held with a total of 23 participants. The sessions included parents, students, assistant principals, and principals, indicating a diverse range of perspectives involved in gathering qualitative data. The data also highlights the level of parent involvement as reported in the LCAP Hanover survey. Of the parents who participated in the survey, 69% indicated that they were highly involved, demonstrating a strong engagement from the parent community. Specifically, 64% of Emergent Bilingual parents reported high involvement, which emphasizes the active participation of this particular group. The statement mentions that Hanover Research assists SMUSD in collecting community feedback related to LCAP goals, actions, and other programs. This indicates that Hanover plays a role in gathering qualitative data and feedback from the community, providing valuable insights into the effectiveness of the district's programs and initiatives.

Action 21 (Goal 1) EL, FY, Low-income:

Provide AVID (Advancement via Individual Determination) elective courses in Grades 7-12: Provide AVID (Advancement via Individual Determination) elective courses in Grades 7-12 to increase access to post-secondary education and careers, with a focus on African-American, Latinx, and first-generation college unduplicated students. Fees are inclusive of AVID teachers and program fees. (\$861,658)

How the needs of FY, EL, and/or low-income students were considered first:

AVID courses continue to be offered at the secondary levels. Counselors have been trained to ensure that they are able to assist EL, FY and Low-income students with their course selection and the availability of the programming needs.

How these actions are effective in meeting the goals for these students:

The two comprehensive high schools offer a total of 22 sections of AVID (Advancement Via Individual Determination) courses. Additionally, the middle schools offer 18 sections of AVID courses. The high school enrollment is stated as 712 students, while the middle school enrollment is 527 students. 16 teachers are responsible for teaching the AVID courses across the high schools and middle schools. Overall, these figures indicate the extent of AVID course offerings in the schools and the number of students and teachers involved in the program.

Action 24 (Goal 1) Low-income:

Fund AP exam costs to increase accessibility to AP testing

Foster youth and students from socioeconomically disadvantaged homes may not otherwise be able to participate in AP testing due to financial obstacles. This action increases equity and access to advanced-level courses and college credit via the AP exam.

How the needs of FY, EL, and/or low-income students were considered first:

With the funding of the AP Exams, all students, including low-income, are able to take the AP Exam if desired.

How these actions are effective in meeting the goals for these students:

San Marcos Unified continues to fund AP exam costs to increase accessibility to the tests. SMUSD paid \$50,000 in AP exam fees at all secondary sites.

Action 27 (Goal 1) EL, FY, Low-Income:

Continue practice of dedicated professional learning community (PLC) time weekly for all grade level/department teams. San Marcos Unified shall continue the practice of providing dedicated weekly PLC time to all teachers for the purposes of analyzing student data, developing engaging lessons, sharing/researching best practices, and creating re-teaching plans for students who are not meeting expectations within a given unit of study. PLCs allow teachers an easy way to brainstorm innovative ways to improve learning and drive student achievement. The essence of a PLC is a focus on and a commitment to student learning. Meeting weekly creates a bond and builds a team of leaders within the school or district that eventually extends regionally and globally. Learning from others within the PLC allows teachers to reflect on ways to enhance their teaching and to adjust practices (Serviss, 2019). These learning communities also enhance teacher reflection of instructional practices and student outcomes. Meeting with PLCs gives teachers the ability to share student progress, and when the data is shared across grade levels within the building, educators and administrators take ownership of every child's education. Credentialed Physical Education teachers take the elementary classroom students for a period of time each week to allow the classroom teachers additional shared, collaborative planning and PLC time to address the differing needs of the students in their classrooms, particularly the unduplicated count student population. Funding costs reflect the 100% funding of PE teachers at our elementary schools, where teachers do not have a built in preparatory period.

How the needs of FY, EL, and/or low-income students were considered first:

The needs of EL (English Learners), FY (Foster Youth), and low-income students are considered first through various practices within San Marcos Unified. One important practice is the continuation of dedicated weekly Professional Learning Community (PLC) time for all grade level/department teams. PLCs enhance teacher reflection on instructional practices and student outcomes. By sharing student progress data across grade levels within the building, educators and administrators take ownership of every child's education. This collaborative approach ensures that the needs of EL, FY, and low-income students are considered and addressed effectively. In addition San Marcos Unified provides credentialed Physical Education (PE) teachers who take elementary classroom students for a period of time each week. This arrangement allows classroom teachers to have additional shared, collaborative planning and PLC time to address the differing needs of the

students in their classrooms, particularly those who fall under the unduplicated count student population (such as EL and low-income students). This allocation of PE teachers is made possible through 100% funding at elementary schools, where teachers do not have a built-in preparatory period. This supports the goal of providing teachers with the necessary time and resources to address the specific needs of diverse student populations.

How these actions are effective in meeting the goals for these students:

All sites and teachers within the district have dedicated team time on a weekly basis to implement Professional Learning Community (PLC) practices reflecting a commitment to collaborative work among educators. This team time also provides staff with regular opportunities to come together, share ideas, and engage in professional development activities aimed at improving instruction and student outcomes. All elementary sites and two K-8 schools have physical education teachers. The inclusion of physical education teachers allows for embedded collaboration time throughout the day. This means that teachers can utilize their physical education classes as an opportunity to engage in collaborative discussions, planning, and professional development, thus maximizing their time for collaboration and enhancing their instructional practices.

Action 28 (Goal 1) EL, FY, Low-Income:

Continue elementary music program.

San Marcos Unified will continue the practice of providing music education at all 12 elementary schools, and will continue to employ full time, credentialed music teachers at each site. Research shows that students engaged in music programs outperform their peers on every indicator: grade-point average, graduation rate, ACT scores, attendance and discipline referrals. Overall, a study conducted by the University of Kansas researchers from the School of Music and the Center for Public Partnerships & Research (CPPR), demonstrated that the more a student participates in music, the more positive these benefits become.

How the needs of FY, EL, and/or low-income students were considered first:

All elementary schools and the two K-8 schools within the district employ elementary school music teachers. This signifies a commitment to providing music education to elementary students as part of their curriculum. The schedule for music classes is developed collaboratively between the administrator and the music teacher. By employing elementary school music teachers and ensuring that all elementary students have the opportunity to attend music classes on a regular basis, the district demonstrates a commitment to providing a well-rounded education that includes the arts. Music education plays a valuable role in students' cognitive, emotional, and social development. It can enhance creativity, critical thinking skills, and cultural understanding.

How these actions are effective in meeting the goals for these students:

As evidenced by master schedules and teacher assignments, SMUSD continues to implement an elementary music program at each site. Each site has a full time credentialed music teacher.

#### Action 29 (Goal 1) Low-Income:

Provide dual enrollment opportunities for students through Palomar College: Funds will cover all school fees, removing barriers to opportunities for dual enrollment for low-income students.

How the needs of FY, EL, and/or low-income students were considered first:

SMUSD continues to partner with Palomar to strengthen the CCAP agreement and increase the amount of Dual Enrollment courses offered.

How these actions are effective in meeting the goals for these students:

San Marcos Unified School District (SMUSD) offers six Dual Enrollment courses. Dual Enrollment courses are typically college-level courses that are offered to high school students, allowing them to earn both high school and college credits simultaneously. In addition to the existing Dual Enrollment courses, SMUSD has added two additional courses, CINE 100 and CINE 105, to the curriculum for the 2022-23 school year. These courses have been included to meet graduation requirements for students. By offering Dual Enrollment courses, SMUSD provides students with opportunities to challenge themselves academically and gain college-level experience while still in high school. These courses can help students prepare for the rigor of college coursework and potentially earn college credits that can be transferred to their future educational pursuits.

#### Action 34 (Goal 1) EL, FY Low-Income:

Attract and retain teachers and support staff.

In order to attract and retain highly qualified teachers and support staff to support academic success for our students, and in particular, our unduplicated students, SMUSD shall increase the salary schedule to be competitive with other districts in and around San Diego County.

How the needs of FY, EL, and/or low-income students were considered first:

San Marcos Unified has 13% English learners, 38% low-income, and 1% foster youth students. On the 2022 Dashboard, these groups scored in the LOW range in both ELA and Mathematics. As such, SMUSD feels it is imperative to recruit and retain the highest quality teachers and staff.



How these actions are effective in meeting the goals for these students:

On the iReady assessment, 14% of EL students are On or Above Grade Level in Reading and 10% of EL students are On or Above Grade Level in Math. Regarding staff retention, 98% of new Certificated staff and 84% of new Classified staff will return to SMUSD for their second year of employment. Hanover Survey: 89% of staff agreed/strongly agreed that “I enjoy what I do” (+2%); 45% of staff agreed/strongly agreed that “I feel like I have a say in the decision-making process at my school” (+2%); 78% of staff agreed/strongly agreed that “I feel my school is effectively educating our students ” (+4%); 71% of staff agreed/strongly agreed that the “School leadership communicates effectively with staff ” (+8%); 65% of staff agreed/strongly agreed that “I am satisfied with the leadership at my school ” (+4%); 48% of staff agreed/strongly agreed that “District leadership communicates effectively with staff” (+2%); 50% of staff agreed/strongly agreed that “I am satisfied with the leadership at the district level” (+10%)

#### Action 1 (Goal 2) Foster Youth:

Hire a designated district Foster Youth Liaison to provide individualized supports to San Marcos Unified Foster Youth.

With an increase in foster youth students enrolled in San Marcos Unified, coupled with the scope of the needs of this student group, the district prioritized the need to hire a full-time Foster Youth Liaison to coordinate individualized services and supports for students. Responsibilities will include provision/coordination of additional counseling and academic supports, site visits to group homes, collaboration with community agencies and foster youth organizations, and personalized attendance, emotional support, and behavior plans for all district foster youth.

Specific services and supports provided via the San Marcos Foster Youth Liaison shall include: attending Child Family Team Meetings, providing Education updates and recommendations to support academic success, providing Mental Health services including crisis counseling for Foster Youth, Weekly or Bi-Weekly visits to Casa De Amparo to meet with students and CdA staff, assisting Special Education Specialist with meeting notices for ERH, CASAs, Social Workers, Attorneys, Foster Youth Guardians, Foster Youth Case Managers, assessing at-risk behaviors related to CSEC, PTSD, suicidal ideation, depressions, anxiety, aggression to provide safe environments with positive reinforcements, contacting FY case managers, cottage staff, supervisors when FY attempt AWOL or refuse to follow school policies to demonstrate a working partnership to keep student safe, calling Cottages (A-D) for check-ins, meeting with CdA case manager and school site social workers at Woodland MS & Mission Hills HS weekly, facilitating CdA case manager meetings for FHS and TOHS while updating staff on student's academic progress, attendance and behavior, maintaining Google Forms for CdA enrollments for each Foster Youth residing at CdA throughout the school year including students attending Charter Schools, Court School (JCCS) or school of origins outside of SMUSD.

Additional services will entail collaborating with SDCOE FY Liaisons to ensure students are enrolled, receiving academic resources (Chromebooks, Books, Chargers etc) and transportation, collaborating with school counselors when student schedules are developed to ensures FY are enrolled in appropriate classes with trauma informed care, collaborating with school nurses when FY require medication such as insulin, asthma, or other medications, allergies

Follow up with registrars to ensure FY receives partial credits when checking out of school and transcripts are updated, meeting with CdA therapists to review mental health concerns for FY, interview social workers, ERH, P.O. Attorney to gain background information for FY, obtaining Exchange of Information for mental health providers outside of SMUSD

Meet with FY prior to disenrollment to give student updated transcripts and grades Monitor Synergy disenrollments to ensure CalPads is updated when students are no longer attending SMUSD schools, attending Foster Youth Summit Annual Conference, conducting Best Interest Determination (BID), promoting School Stability when assessing for School of Origin, assisting FY teen parents with SMUSD childcare support at FHS, early Start eligibility. Regional Services support, and recommend SSTs for FY students requiring academic review for success.

How the needs of FY, EL, and/or low-income students were considered first:

In the 2022-23 school year, San Marcos Unified School District (SMUSD) has implemented various services and supports to meet the needs of foster youth students. SMUSD hired a full-time foster and homeless youth coordinator in December 2022. This coordinator is responsible for overseeing and coordinating support services specifically tailored to the needs of foster and homeless youth within the district. All 19 sites within the district have identified a staff member, such as a social worker, school psychologist, or counselor, to assist with the enrollment process and provide ongoing support to foster youth students. These staff members play a crucial role in addressing the social-emotional needs of foster youth, assisting with Child Family Team (CFT) Meetings, and providing any additional support required while the students are on campus. The designated staff members assist foster youth students with the enrollment process, ensuring a smooth transition into SMUSD. They provide guidance and support to foster youth and their caregivers to ensure they have access to all necessary resources and services.

They offer short-term social-emotional support to foster youth students. They provide a safe and supportive environment where students can express their emotions, seek guidance, and receive assistance with any social or emotional challenges they may be facing. The staff members actively participate in CFT meetings, which are collaborative meetings involving various stakeholders, such as educators, social workers, caregivers, and other professionals involved in the well-being of the foster youth students. These meetings aim to develop comprehensive plans and strategies to support the students' educational and social-emotional needs. The staff members are available to provide any additional support that foster youth students may need while they are on campus. This can include academic support, access to resources, referrals to community services, or individualized assistance based on the students' specific needs.

How these actions are effective in meeting the goals for these students:

The foster youth in SMUSD had a 40% rate of chronic absenteeism during the 2021-2022 school year. The foster youth in SMUSD had a suspension rate of 12.8% during the 2021-2022 school year. The data does not provide information about the performance level of foster youth in SMUSD during the 2021-2022 school year. For the 2022-2023 school year, 4% of SMUSD's foster youth are identified as Emerging Bilingual, indicating that they are English Learners. In the same school year, 37% of SMUSD's foster youth have an Individualized Education Program (IEP).

### Action 3 (Goal 2) EL, FY, Low-Income:

Continue to expand academic and social-emotional supports for homeless youth.

San Marcos Unified currently enrolls over 200 homeless youth. The needs of this student population are vast and far-reaching; including basic needs, such as clothes, personal care items, transportation vouchers, and meals, to individualized academic and social-emotional supports. The district will continue to employ a full-time Parent Liaison, who will also serve as the McKinney-Vento liaison for San Marcos Unified. The McKinney-Vento liaison will train site liaisons in best practices for serving homeless youth, attend county and state-sponsored professional development in this area, and oversee the provision of supplemental programs for homeless youth, including tutoring, before/after school learning, individual counseling sessions, and inclusion within district expanded learning programs. The goal is to ensure SMUSD homeless youth have access to additional programs, services, and supports needed to help them attend school and engage meaningfully in the curriculum, while addressing the possible trauma and mental health impacts associated with homelessness that may provide barriers to learning. The Expanded Learning grant set-aside allocation of \$201,000 will help to fund personalized academic, behavioral, and social-emotional services for every homeless youth in San Marcos Unified. Additional expenditures include funding the district Homeless and Parent Liaison position, as well as the Title I reserved allocation for homeless youth services.

How the needs of FY, EL, and/or low-income students were considered first:

With increased foster and homeless populations, SMUSD has now hired a full-time Foster and Homeless Youth Coordinator. Each of the 19 schools have an identified staff member to assist with enrollment, provide short-term interventions, and outreach to families and guardians.

How these actions are effective in meeting the goals for these students:

According to the 2021-22 Dashboard, SMUSD reported a 47% rate of chronic absenteeism among homeless youth. In the 2021-22 data, MV students in SMUSD performed 21.7 points below their peers in English and 76.2 points below in math. This indicates a significant achievement gap for these students. It emphasizes the need for targeted interventions and instructional support to improve their academic performance and help them catch up to grade-level standards. In the 2022-23 data, of the 410 MV students, 22% have an Individualized Education Program (IEP), indicating that they require special education services. Additionally, 30% of MV students are classified as Emerging Bilinguals. In the 2022-23 survey completed by 110 MV students 62.4% of students reported having someone to talk to at school, 43.1% of students indicated knowing the difference between community college and a 4-year university, 25% of students reported having post-secondary plans.

### (Goal 2) REVISED (22-23) EL, FY, Low-Income:

Add additional personnel to classrooms to support Tier One, universal interventions and provide access to small group instruction .

San Marcos Unified is committed to providing differentiated instruction within general education classroom settings to support diverse groups of learners. Using the Expanded Learning Grant set-aside allocation for TOSAs and other mental health professionals, the district will hire

additional high quality professionals in core academic classes, for the purpose of increasing access to small group instruction and one-on-one assistance for students evidencing a need. Priority will be given to schools with higher populations of socio-economically disadvantaged youth, homeless youth, foster youth, and English Learner students, as our data analysis indicates significant opportunity and achievement gaps for these student groups.

How the needs of FY, EL, and/or low-income students were considered first:

A significant number of students in San Marcos Unified qualify as English learners and low income, with a smaller amount being identified as Foster Youth (13% English learners, 38% low-income, and 1% foster youth students). As such, these students were considered first when developing this action for Tier one support to improve student achievement.

How these actions are effective in meeting the goals for these students:

iReady Reading Fall Scores: 40% On or Above Grade Level; 30% One Grade Level Below; 29% Two or More Grade Levels Below

iReady Reading Winter Scores: 50% On or Above Grade Level (+10%); 26% One Grade Level Below (-4%); 24% Two or More Grade Levels Below (-5%)

iReady Math Fall Scores: 29% On or Above Grade Level; 47% One Grade Level Below; 24% Two or More Grade Levels Below

iReady Math Winter Scores: 45% On or Above Grade Level (+16%); 29% One Grade Level Below (-18%); 16% Two or More Grade Levels Below (-8%)

Action 5 (Goal 2) EL, FY, Low-income:

Continue to employ school social workers at all district schools for the purpose of supporting social-emotional learning and wellness, positive behavior supports and interventions, anti-bullying prevention and education, and restorative justice.

San Marcos Unified will continue to fund ten, full-time school social workers to provide services within all district schools to support the district MTSS framework, in the realms of social-emotional learning and services, PBIS, anti-bullying and anti-racism initiatives and education, and restorative justice. Social workers will conduct risk/threat assessments for students expressing suicidal ideations. Social workers will also provide outreach directly to families in need, to help coordinate community mental health and additional services. The district Student Services Director will oversee the school social work program and associated offerings to ensure a cohesive and aligned system of supports for students and families.

How the needs of FY, EL, and/or low-income students were considered first:

In 2021-22, SMUSD increased suspension for all students by 1.7%, 12.8% for Foster Youth, and a 15.6% increase in chronically absenteeism. As a result of this data, it was determined that continued support from school social workers was needed.

How these actions are effective in meeting the goals for these students:

Chronic absenteeism has dropped by 5.1% for Foster Youth from the prior year. Additionally, although disciplinary incidents increased in 2022-23, SMUSD did see an increase from 78 to 144 of Multi-Tiered System of Support (MTSS) meetings. In these meetings, school social workers support and provide valuable input and service for students with at-risk needs. Also, SMUSD saw high rates of attendance at all three levels: 94% Elementary Schools; 94% Middle Schools; 93% High School.

Action 9 (Goal 2) English Learners:

Provide summer learning academies for English Learner students.

Provide summer learning academies for English Learner students.

San Marcos Unified will continue the past practice of offering an additional month of instruction for selected English Learner students, in grades 1-7, through a summer English Learner academy for approximately 600 students. Summer academies will be hosted by the four highest-need schools in the district, based upon performance data, number of English Learner students, and free/reduced lunch rate. Students will receive three hours per day of targeted instruction from current San Marcos credentialed teachers, using evidence-based supplemental curriculum aligned to the core standards-based, district-adopted curriculum, focused on improving skills in four domains: listening, speaking, reading, and writing. STEAM integration will also be included, as will provision of an after-school Expanded Learning program for four hours per day, immediately following daily language academy sessions, to provide further enrichment and hands-on learning opportunities, in addition to SEL activities. Teachers will conduct ongoing progress monitoring using formative and summative assessment measures, and a program evaluation will be conducted at the end of the summer to determine impact and effectiveness. The district-level academies and before/after school/summer expanded learning opportunities will be coordinated by the Director of Special Programs. Support personnel for these programs includes the Special Programs Administrative Secretary, who coordinates facilities permits, materials/curriculum ordering and distribution, student outreach/program invitations, class rosters/attendance data, responding to parent questions, and communication with program staff based at the sites.

How the needs of FY, EL, and/or low-income students were considered first:

The EL Summer Program was housed at three separate school locations and supported 599 English Learners. Students attended a total of 14 days (3 hours each) of language rich instruction.

How these actions are effective in meeting the goals for these students:

The average improvement in EL students' language proficiency between the pre-assessment and post assessment data shows growth ranges from +0.2 to +0.5 indicating positive progress. Growth was as follows: Kindergarten 0.4, first grade, 0.4, second grade 0.2, third grade 0.2, fourth grade 0.3, and fifth grade 0.5. The results of the EL Summer School program have had a beneficial impact.

#### Action 11 (Goal 2) EL, FY, Low-income:

Continue to employ additional counselors to provide academic, social-emotional, and college and career readiness targeted to supports/interventions to at-promise youth.

San Marcos Unified will continue to fund 7, full-time secondary school counselors to provide additional services to support the district MTSS framework, in the realms of social-emotional learning and services, behavior support, attendance support, and college and career readiness interventions with the purpose of maintaining positive school engagement and supporting post-secondary pathways for historically marginalized student groups and at-promise youth. Over the course of March 2020 through March 2021, district counselors made over 8,000 direct contacts with students and families, evidencing a continued need for services from these staff members, especially in the wake of the global pandemic. Comprehensive high schools will dedicate one bilingual counselor per site to serving English Learner students and families, conferencing with students on a regular basis, and maintaining communication with the families of English Learner students.

#### How the needs of FY, EL, and/or low-income students were considered first:

The purpose of the school counselors is to maintain a positive school climate and provide social emotional support to our most vulnerable students. By increasing the number of counselors, we are able to provide equitable opportunities for all students and address the needs of the diverse populations. The addition of one bilingual counselor at each comprehensive high school has also increased access for our EL students.

#### How these actions are effective in meeting the goals for these students:

With an overall student population, San Marcos Unified employed 33 counselors at a ratio of 1:591.

#### Action 13 (Goal 2) EL, FY, Low-income:

Develop and implement TK-12 homeschool or independent study learning program as an option for all students. In analyzing school instructional model preference survey data from 2020-2021, it was evident, based on the 2,000 elementary students, 850 middle school students, and 950 high school students, who opted to enroll in remote instruction programs for the entirety of the year, that students should be offered an independent study or homeschool program option post-pandemic in the 2021-2022 School Year and beyond. The inclusion of an at-home learning program will address the needs of students who do not thrive in the larger, bustling, traditional in-person school model, and are seeking a different mode of learning. San Marcos Unified will develop and implement a TK-5 homeschool learning program and



expand the current Foothills High School independent study program to include grades 6-12, using Edgenuity software for course completion/ credit. Funds will be allocated for purchasing elementary curriculum for this new program.

How the needs of FY, EL, and/or low-income students were considered first:

Independent study opportunities are a viable option for students to engage in a different type of learning.

How these actions are effective in meeting the goals for these students:

There are 5 students in kindergarten through fifth grade participating in an independent study learning program. In grades 6-8 there are 25 enrolled. In grades 9-12 there are a total of 133 students enrolled.

Action 15 (Goal 2) EL, FY, Low-income:

Continue to fund site-specific actions, supplemental personnel, and programs per SPSA/LCAP goals. San Marcos Unified will continue the practice of funding site-specific actions aligned with LCAP goals, and embedded within their School Plans for Student Achievement for the purposes of designing and implementing supplemental supports and programs for high-need students (based upon Comprehensive Needs Assessment findings), and unique to their specific context. Goals and actions must address eradicating achievement and opportunity gaps for English Learner Students, Foster Youth, Homeless Youth, and students from socio-economically disadvantaged families, and implementing multi-tiered systems of supports for students evidencing a need. SPSA actions, funded through LCFF and federal monies, must be developed in collaboration with key stakeholders and site parent advisory groups, and must be approved by the San Marcos Unified Governing Board. Just as LCAP serves as the district accountability plan for meeting the needs of students, the SPSAs will serve as the school-level accountability plans for ensuring a culture of high expectations for all students, and college and career readiness for all students.

How the needs of FY, EL, and/or low-income students were considered first:

Each school has developed a School Plan for Student Achievement (SPSA) that includes goals for all students, targeted student groups, and school-wide initiatives. These goals are specific to the needs of the school, have identified metrics for monitoring the goals, and encumbered expenditures. Moreover, each school's SPSA is approved by the local School Site Council and Governing Board of SMUSD.

How these actions are effective in meeting the goals for these students:

The iReady Fall scores provided show the performance of students in Reading and Math at different levels. Fall Scores show 40% of students performed at or above grade level, 30% of students performed one grade level below, 29% of students performed two or more grade levels below. Compared to the previous year iReady Reading Fall Scores showed increases of 50% of students performed at or above



grade level (+10%), 26% of students performed one grade level below (-4%), and 24% of students performed two or more grade levels below (-5%).

Ready Math Fall Scores also showed an increase from the previous year with 45% of students performed at or above grade level (+16%), 29% of students performed one grade level below (-18%), and 16% of students performed two or more grade levels below (-8%).

Additionally, the 2022 Dashboard indicates the performance levels for All Students in English Language Arts and Mathematics: English Language Arts: High performance level and Mathematics: Medium performance level.

Action 19 (Goal 2) FY, Low-income:

Provide District-Wide Summer Expanded Learning Programs (July)

As a result of the COVID-19 pandemic, and subsequent campus closures, the state of California provided supplemental funds to use for the purpose of expanded learning for students evidencing a need, to address learning loss mitigation and address student social-emotional needs. In San Marcos Unified, students will be offered extended year expanded learning programs in Summer 2021 and Summer 2022, addressing SEL, enrichment, and learning acceleration district-wide. Community partnerships with nonprofit agencies will constitute a large part of the summer expanded learning program offerings, including collaboration with the Boys and Girls Club of San Marcos, The San Marcos Promise Foundation, San Diego Luminary Arts, and the California Center for the Performing Arts, Escondido. All programs will be developed following the Quality Standards for Expanded Learning in California Framework

(<https://drive.google.com/file/d/1KZmlcuOIMNYmqQvnpHu6Cos39-4pIFCo/view?usp=sharing>):

At the end of each summer session, district teams will complete a program evaluation to determine the effectiveness of the expanded learning programs, in accordance with the CA Expanded Learning CQI guidelines. Priority enrollment in summer expanded learning programs will be given to homeless and foster youth, English Learner students, and students from socioeconomically disadvantaged homes. District homeless liaison, EL coordinator, and foster youth liaison as well as site-based community liaisons housed at Title One schools, will conduct personal outreach via phone calls to families to ensure they are aware of the supplemental support and program offerings, and will assist them with the enrollment process.

How the needs of FY, EL, and/or low-income students were considered first:

DISCONTINUED IN 2021-22

How these actions are effective in meeting the goals for these students:

DISCONTINUED IN 2021-22

Action 20 (Goal 2) EL, FY, Low-income:

Provide virtual credit recovery summer program for High School students

It is essential that students who did not receive passing grades during the school year have the opportunity for summer credit recovery in order to remain on track for graduation and college and career readiness. Enrolling in a virtual program has many advantages. The ability to work at a personal pace, giving students freedom to learn the materials completely. The flexibility of being able to work at the times most convenient for any schedule, completing credits from the comfort of a home, a coffee shop, library, or anywhere an Internet connection is

available. Access to knowledgeable, certified instructors whenever assistance is needed, as well as continual feedback provided throughout the duration of each course. Highly personalized attention and individualized lessons from instructors who adjust to various learning styles, making it easy for students to follow along. Access to a diverse array of course selections that are standard-based, allowing the fulfillment of any missing credit requirements. The chance to experience interactive and engaging course content that provides opportunities to connect with other students and work collaboratively. Serves as a substitute for traditional, and sometimes expensive, education choices, but still offering equal value and knowledge. The opportunity of following an alternative path of education that gives students the ability to succeed. San Marcos Unified will provide a standards-based summer credit recovery through integration of the Edgenuity learning platform.

How the needs of FY, EL, and/or low-income students were considered first:

63.8% of Grade 12 Students completed a-g course requirements in 2020-2021. For EL students, however, only 26.4% of students met a-g requirements that same year. For low-income students, only 52% of students met a-g requirements.

How these actions are effective in meeting the goals for these students:

655 students were able to recover credit in the summer of 2021-2022. Over 700 students are enrolled in summer school 2022-23. Number of D/F Grades for EL and RFEP (within four years) at first semester mark is 28%.

Action 23 (Goal 2) Foster Youth:

Continued employment of a District Student Services Director to oversee student social-emotional wellness, crisis management, and multi-tiered systems of support.

San Marcos Unified will continue to employ a Student Services Director to oversee and coordinate several of the LCAP initiatives around supporting students and staff in the areas of social-emotional wellness, multi-tiered systems of support, student attendance (SART/SARB), discipline protocols (suspension/expulsion/alternative means of correction), and crisis management. The Student Services Director will serve as the lead district staff member in coordinating efforts to specific groups of at-risk and marginalized student groups, including, but not limited to, Foster Youth students and LGBTQ students. A percentage of the Student Services Director salary will be funded through this plan.

How the needs of FY, EL, and/or low-income students were considered first:

In 2021-22, Foster Youth were chronically absent 40.7% which is a decrease (-21.8%) from 62.5% in 2020-21; according to CA Dashboard data. Foster youth had a suspension rate (at least once) of 12.8% which was a decrease (-2.4%) from 15.2% in 2020-21. Continued prioritization of MTSS supports for foster youth led by the Student Services Director who oversees the wellness teams, counselors/social workers, MTSS Coordinator

How these actions are effective in meeting the goals for these students:

In 2021-22, the continued prioritization of MTSS supports for foster youth, and additional at-promise and marginalized student groups, lead by the Student Services Director who oversees the wellness teams, counselors/social workers, and MTSS Coordinator, continues to result in a decrease in chronic absenteeism for FY.

#### Action 24 (Goal 2) EL:

Continue to employ district English Learner Coordinator/Assistant Principal on Special Assignment and English Learner Resource Team: San Marcos Unified will continue to employ a full-time English Learner Coordinator/APOSA with the goal of supporting school teams in improving outcomes for English Learner students. The EL Coordinator will train staff and monitor application/implementation of the policies and practices outlined in the San Marcos Unified EL Master Plan, including student progress monitoring, supplemental program development and evaluation, student identification and assessment, reclassification, and implementation of specific goals/actions determined via site English Learner Improvement Collaborative improvement plans. The EL Coordinator will also support site ELAC work as well as coordinate DELAC, offering training for parents with the purpose of elevating achievement for English Learner students.

The work of the EL Coordinator will also be supported by a full-time bilingual testing assistant, who will provide daily access to schools by testing EL students (ELPAC and local assessments), creating learner profiles, coordinating with previous or future schools of attendance to ensure accuracy of reported language levels, and help to meet with parents to explain assessment procedures and report interpretation (ELPAC and district assessments) for families of English Learners. During ELPAC testing season, the team will also be supported by a highly trained group of substitute teachers who will provide small group and one-on-one testing services for EL students. The District-level English Learner Resource team will also be supported by a dedicated data clerk, who will ensure all EL student records and language proficiency levels are uploaded to CALPADS and Synergy, and assist with reclassification procedures/coding as well as EL and RFEP monitoring practices. The Special Programs assistant, also funded through this plan, will help to plan, organize and implement supplemental programs for English Learners as well as parent engagement opportunities/workshops for parents of English Learner students.

How the needs of FY, EL, and/or low-income students were considered first:

During the initial LCAP development, an examination of 2019 ELPAC / Dashboard indicators indicated that only 51.3% of SMUSD English Learners made progress towards English language proficiency (medium level). While site level support exists in the form of Assistant Principals, there was a need to increase support from the district level to standardize processes for all EL students in the district and to increase the use of instructional practices related language acquisition in integrated and designated ELD.

How these actions are effective in meeting the goals for these students:

The district EL coordinator has overseen all aspects of the district's EL program. EL coordinator worked with sites to ensure all students eligible for reclassification were done so appropriately and given recognition for their achievement. Additionally, the EL team meets with the district's DLAC committee as a means of ensuring parent involvement in the decision making process for students. SMUSD has begun a process to allow students to achieve a Biliteracy Seal from the State of California. In 2022, 116 students achieved the Seal of Biliteracy, and SMUSD had a 14.9% reclassification rate.

#### Action 25 (Goal 2) EL, FY, Low-income:

San Marcos Unified School District will continue to employ assistant principals at the elementary level, and additional assistant principals at the secondary level, for the purpose of leading MTSS and professional development initiatives at the site level.

Examples of the scope and depth of this work include:

- 1) Lead member of the English Learner Improvement Collaborative team, (in partnership with the San Diego County Office of Education) responsible for development of site goals and implementation of action plans to address site goals. APs will regularly meet with grade level and/or department teams to analyze EL student data and design interventions to address documented needs. APs will train teachers and classified site personnel in understanding and implementing the policies, procedures, and practices outlined within the San Marcos Unified EL Master Plan. APs will also coordinate site English Learner Advisory Committees, educating parents about school attendance, reclassification, ELPAC, integrated/designated ELD, among other relevant topics. APs will conduct annual ELAC needs assessments, sharing this data with their school communities to drive continuous improvement practices. APs will also oversee site reclassification processes, including parent consultations, as well as progress monitoring for EL and RFEP students, and will collect data and conduct program evaluations for all supplemental English Learner programs.
- 2) Lead member of San Marcos Unified Equity Task Force. Responsibilities within this role include attending professional development in the area of equity, and participating in site-based equity audits in collaboration with the San Diego County Office of Education. APs will assume the lead role in developing site equity plans, and will coordinate professional development and professional learning communities specifically around improving outcomes for historically marginalized student groups.
- 3) Lead member of the LGBTG and Gender Identity Support Team. APs will serve as the site liaison, in partnership with school counselors and social workers, for LGBTQ youth services. APs will attend professional development in partnership with the Kind Future organization, and participate in the development of gender identity plans with students and families. APs will engage in professional learning communities to analyze data and discuss actionable plans to elevate services and support to improve outcomes for LGBTQ youth.
- 4) Lead Foster Youth and Homeless Youth Liaison at the site level. APs, along with school social workers/counselors will regularly engage in professional development and professional learning communities around service coordination and best practices for supporting students from these populations. APs will participate in meetings with Foster Youth and Homeless Youth students and families, to ensure ongoing communication and outreach.
- 5) Lead MTSS coordinator at the site level. APs will oversee the site development and coordination of school MTSS plans and protocols, inclusive of facilitating student study team meetings and reporting student progress. APs will regularly participate in grade level and

department professional learning communities in order to analyze student data, and make specific actionable plans for re-teaching and re-engagement. APs will track student attendance, and engage families in SART and SARB meetings when necessary. APs will coordinate efforts at the site level to train staff in PBIS, restorative justice, and alternative means of correction to reduce suspensions, expulsions, and drop-out rate.

District data supports evidence of higher suspension, drop-out and truancy rates for students from English Learner, Foster Youth, and Socioeconomically Disadvantaged student groups. Assistant principals will prioritize students from these groups to eradicate opportunity gaps, and ensure at-risk youth have personalized learning plans (inclusive of academic, behavior, social-emotional, and college and career readiness interventions) to reduce, and eventually eradicate opportunity gaps. The duties of the Assistant Principals will emphasize addressing equity issues for historically marginalized student groups to improve outcomes and provide pathways for success.

How the needs of FY, EL, and/or low-income students were considered first:

As MTSS coordinators, the Assistant Principals consistently collaborate with teachers and staff on how to support FY, EL, low-income students. Our Assistant Principals also coordinate and facilitate all Student Study Team meetings to develop tiered interventions to support both academic and behavior growth.

How these actions are effective in meeting the goals for these students:

61% of students scored at grade level on iReady Diagnostic in Reading and 62% in Mathematics. This year, 144 MTSS meetings were held throughout SMUSD, and all school sites have duly elected English Language Advisory Committees (ELAC) with regularly scheduled meetings.

Action 11 (Goal 2) EL, FY, Low-Income:

Continue to employ additional counselors at the secondary level to provide academic, social-emotional, and college and career readiness targeted to supports/interventions to at-risk youth

San Marcos Unified will continue to fund 7, full-time secondary school counselors to provide additional services to support the district MTSS framework, in the realms of social-emotional learning and services, behavior support, attendance support, and college and career readiness interventions with the purpose of maintaining positive school engagement and supporting post-secondary pathways for historically marginalized student groups and at-risk youth. Over the course of March 2020 through March 2021, district counselors made over 8,000 direct contacts with students and families, evidencing a continued need for services from these staff members, especially in the wake of the global pandemic. Comprehensive high schools will dedicate one bilingual counselor per site to serving English Learner students and families, conferencing with students on a regular basis, and maintaining communication with the families of English Learner students. It is through this personalized consultation and communication with our highest-need students: English Learners, Foster Youth, Homeless Youth, and students from low income households (as evidenced by college and career readiness, achievement, and attendance/behavior data) that San

Marcos supplemental counselors will take measures to narrow and eradicate achievement and opportunity gaps for these student populations.

How the needs of FY, EL, and/or low-income students were considered first:

Attendance data has indicated the need to strategically support our unduplicated students in both the classroom and with their basic needs.

How these actions are effective in meeting the goals for these students:

SMUSD currently employs 33 counselors with a student to staff ratio of 591:1. All counselors utilize the Comprehensive School Counseling Handbook to work towards consistent MTSS practices across the district. Members of: Multidisciplinary site teams, threat assessment teams, wellness teams and equity teams. Counseling staff also participate in cross departmental professional development with social workers, psychologists, nurses

Action 16 (Goal 2) FY, Low-Income:

Continue to provide transportation to Twin Oaks High School (continuation high school)

Transportation is a barrier for many students enrolled at Twin Oaks High School (a continuation high school with a high percentage of socioeconomically disadvantaged and foster youth students). In order to ensure TOHS students have access to a high-quality education, the district will continue to provide transportation services.

How the needs of FY, EL, and/or low-income students were considered first:

Providing transportation removes a major barrier for our students attending our alternative high school.

How these actions are effective in meeting the goals for these students:

Transportation is provided to all students at Twin Oaks High School. Currently, SMUSD has a chronic absenteeism rate of 25.1%.

Action 15 (Goal 2) EL, FY, Low-Income:

Continue to fund site-specific actions, supplemental personnel, and programs per SPSA/LCAP goals

San Marcos Unified will continue the practice of funding site-specific actions aligned with LCAP goals, and embedded within their School Plans for Student Achievement for the purposes of designing and implementing supplemental supports and programs for high-need students (based upon Comprehensive Needs Assessment findings), and unique to their specific context. Goals and actions must address eradicating achievement and opportunity gaps for English Learner Students, Foster Youth, Homeless Youth, and students from socioeconomically



disadvantaged families, and implementing multi-tiered systems of support for students evidencing a need. SPSA actions, funded through LCFF and federal monies, must be developed in collaboration with key Educational Partners and site parent advisory groups, and must be approved by the San Marcos Unified Governing Board. Just as LCAP serves as the district accountability plan for meeting the needs of students, the SPSAs will serve as the school-level accountability plans for ensuring a culture of high expectations for all students, and college and career readiness for all students.

How the needs of FY, EL, and/or low-income students were considered first:

Each SMUSD school has developed a School Plan for Student achievement that has braided the goals of the LCAP to ensure that all students, including targeted students, have opportunities for success specifically in the area of reading and math. As a direct result iReady Reading scores have increased by 10% and Math scores have increased by 16% between the first and second administration period. The 2022 District Dashboard also shows English Language Arts for all students at High and Mathematics for Medium.

How these actions are effective in meeting the goals for these students:

Each school has developed a School Plan for Student Achievement (SPSA) that includes goals for all students, targeted student groups, and school-wide initiatives. These goals are specific to the needs of the school, have identified metrics for monitoring the goals, and encumbered expenditures. Moreover, each school's SPSA is approved by the local School Site Council and Governing Board of SMUSD. Quantitative data suggest that this action is effective in improving the overall academic achievement of our students in the areas of Mathematics and Reading. Specifically, assessment scores indicate a ten or more percent increase in iReady achievement in both content areas from the Fall to Winter.

Action 13 (Goal 3) EL:

Provide translation/interpretation services for on-site visits and written/verbal communication for non-English speaking parents/guardians: San Marcos Unified will continue to employ a district translator, district office bilingual support staff, and bilingual site employees to assist parents/guardians/students and campus visitors will translation and interpretation services. For languages that are not included within the proficiencies of district staff, outside contracts for service providers will be enacted.

How the needs of FY, EL, and/or low-income students were considered first:

San Marcos Unified School District has 50 employees that have met district translation/interpretations standards. These employees are spread through the individual school sites in an effort to provide consistent and regular support to non-English speaking families. In addition, there are two District level translator/interpreters that have responded to over 320 formal translations requests. 73% of the families agree/strongly agree that SMUSD schools effectively communicate with parents which reflects a 2% increase from the 2022-2023 school year. Overall, parent feedback on the LCAP survey indicates that this action is effective in providing communication to our parents in their primary language. For example, only 6% of our parents feel that more information in a child's primary language is needed. This has improved



slightly, by 1%, from the prior year. In addition, overall satisfaction with the school district remains high, as well as perceptions of effectively communicating with parents (both in the 70 percentile).

How these actions are effective in meeting the goals for these students:

Increased communication has a direct correlation on increased engagement and student performance. Families continue to report at a rate of 73% that SMUSD effectively communicates.

Action 12 (Goal 3) EL, FY, Low-Income:

Provide Bullying Prevention and Education:

District social workers will visit classrooms in grades K-8 to address bullying prevention and education through lessons, and will create an eight-part digital Bullying Prevention pre recorded digital workshop that will be available for 9-12 grade students, as well as staff members and parents/guardians to reference anytime via the San Marcos Unified Youtube channel. The process for reporting bullying to school administration will be included within this series.

How the needs of FY, EL, and/or low-income students were considered first:

2.0% suspension rate for all students for 2020-2021, as measured by the California Department of Education. This was a .5% increase from the prior year. Additionally, 71% of respondents indicated that students at school reported bullying, harassment, and/or racial about in school.

How these actions are effective in meeting the goals for these students:

The 2022 SMUSD Dashboard for ALL STUDENTS was ‘Very Low’ for suspension, while Foster Youth was scored in the “VERY HIGH” range. Additionally, English learners in SMUSD scored in the 30% on the local iReady Mathematics diagnostic assessment. In San Marcos, school social workers specifically work with families on positively impacting attendance, grades, and behavior for students, and in particular those of high risk sub-groups. Moreover, SMUSD has committed to implementing district wide the Second Step SEL curriculum. Our school social workers support this curriculum. The SEL is supplemental, and not part of the core programming of our district. All of our elementary, K-8, and Middle Schools implement Second Step, which includes bullying prevention. Moreover, all three of our high schools utilized social workers and counselors for bullying prevention education and reporting procedures.

Action 16 (Goal 3) EL, FY, Low-Income:

Provide Professional Development (PD) specific to Professional Learning Communities (PLC) for TK-12 teachers and principals (equity & cultural proficiency focus):

Provide ongoing professional development on Professional Learning Communities (PLC) for TK-12 site principals and their teams to increase focus on issues of equity, cultural competence, and student achievement. This work will occur over a three-year span, with additional cohorts of teachers participating each year.

How these actions are effective in meeting the goals for these students:

SMUSD has a significant number of EL, low-income and Foster Youth (13% English learners, 38% low-income, and 1% foster youth students). To support these students, SMUSD plans on meeting the needs of these students through systemic analysis and planning through the Professional Learning Process.

How these actions are effective in meeting the goals for these students:

iReady Reading Fall Scores: 40% On or Above Grade Level; 30% One Grade Level Below; 29% Two or More Grade Levels Below

iReady Reading Winter Scores: 50% On or Above Grade Level (+10%); 26% One Grade Level Below (-4%); 24% Two or More Grade Levels Below (-5%)

iReady Math Fall Scores: 29% On or Above Grade Level; 47% One Grade Level Below; 24% Two or More Grade Levels Below

iReady Math Winter Scores: 45% On or Above Grade Level (+16%); 29% One Grade Level Below (-18%); 16% Two or More Grade Levels Below (-8%)

Action 2 (Goal 4) EL, FY, Low-income:

Provide ongoing workshops to parents based on areas of interest.

The San Marcos Unified Director of Special Programs, in collaboration with TK-12 school principals, will determine areas of interest based on parent input. Family engagement events will be offered throughout the year, in both in-person and virtual formats, focusing on student achievement and social issues. Workshops will be developed and offered specifically for parents/guardians of English Learners (such as PIQE, EL Resource Night, EL Resource video library, and Mano-A-Mano parenting seminars), and parents from socioeconomically disadvantaged households (such as Positive Parenting, Connect to Compete, Health and Safety fair, and Family Alliance FACE workshops).

How the needs of FY, EL, and/or low-income students were considered first:

In the 2022-23 school year multiple parent trainings were made available to all SMUSD families. These trainings include a Virtual Parent Academy, Drug Training, Cyber Education, Connect to Compete, Drug Awareness, Stranger Fanger, Human Trafficking, Triple P Family Training and Mano y Mano (a parent training in Spanish). These trainings were made available to families as a direct result of community needs as well as specific interests of the families. 84% of the parents/guardians indicated that they are satisfied with the information provided by the schools and/or district as measured by the Speak Up Survey.

How these actions are effective in meeting the goals for these students:

In the Speak Up Survey for the 2022-23 school year, 84% of the parents reported that they are satisfied with the general information provided by schools/District. With a 6% increase from the previous year, 72% of the parents agree/strongly agree that our schools/districts encourage parental involvement (Hanover LCAP Survey).

Action 9 (Goal 4) EL, FY. Low-income: Bolster parent engagement and two-way communication within Title One schools.

Three high-need Title One schools will dedicate a portion of their annual Title One allocations to employing community liaisons, to assist with parent outreach and help to develop on-site engagement opportunities based on the specific context and unique needs of each site. All school sites will have the option to use state and federal funds to hire a site community liaison as an action within their annual School Plans for Student Achievement.

How the needs of FY, EL, and/or low-income students were considered first:

The results of the 2022-23 LCAP survey results for the Title One schools show that between 81-96% of the families report that the school keeps them informed of school events with the exception of LMA reporting that only 65% of the families felt well informed. On this same survey, 53-82% of the parents agreed or strongly agreed that the teachers kept the families well informed about student progress. The survey results showed between 96-100% of the families reporting that they are able to communicate with teachers and staff as needed. LMA was the exception with only 71% of the families affirming that they are able to communicate with teachers and staff as needed. Of the Title One schools, Woodland Park and Twin Oaks High School did not have a sufficient sample size to report results.

How these actions are effective in meeting the goals for these students:

In 2022-2023, all survey results showed increases in keeping parents informed about events and student progress. With very strong responses related to the ability to contact staff and teachers across FY, EL and/or low income students groups.

Action 30 (Goal 1) EL:

Employ additional Assistant Principal for La Mirada Academy. La Mirada has recently expanded to a K-8 school serving over 1,000 students. Due to the high needs of the site, as evidenced by significant performance gaps in ELA (31.7 points below standard per 2019 CAASPP) and Math (64.8 points below standard per 2019 CAASPP), as compared to other sites. The population of LMA is overwhelmingly socioeconomically disadvantaged, with 91% of students qualifying for free and reduced lunch, and 43% of students classified as English Learners. The additional administrator for LMA will focus on serving 6-8th grade students, with specialized emphasis on Long-Term English Learners. The administrator will work closely with secondary teachers to elevate teaching practices, specifically in areas of best practices for

English Learners and culturally responsive pedagogy. The administrator will also meet individually with all LTEL students and families to develop a path forward to English proficient reclassification and college and career readiness.

How these actions are effective in meeting the goals for these students:

In the 2022-2023 school year, 42.81% of the students at La Mirada Academy are Emergent Bilingual. 36.21 % of the students have met standards on ELA CAASPP and 25.26% have met the standards on Math CAASPP. The Assistant Principal continues to work closely with the EB Coordinator at the District level to increase the amount and rate of reclassification. The Assistant Principal also supported all areas of student achievement, SEL and school culture.

How the needs of FY, EL, and/or low-income students were considered first:

The Emergent Bilingual students at La Mirada Academy outperformed the District average for the same subgroup with the district average (18.41%) by 17.8% for ELA. The same subgroup outperformed the average of the District for Math (14.89%) by 10.37%. The support and focus on the Emergent Bilingual students has made a marked increase compared to their similar peers throughout the District. The Assistant Principal strengthened Instructional walkthroughs and engaged student voice as a direct result of his experiences in NISL.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

#### FOSTER YOUTH

Action 1 (Goal 2) FY: Hire a designated district Foster Youth Liaison to provide individualized supports to San Marcos Unified Foster Youth. With an increase in foster youth students enrolled in San Marcos Unified, coupled with the scope of the needs of this student group, the district prioritized the need to hire a full-time Foster Youth Liaison to coordinate individualized services and support for students. Responsibilities will include provision/coordination of additional counseling and academic support, site visits to group homes, collaboration with community agencies and foster youth organizations, and personalized attendance, emotional support, and behavior plans for all district foster youth.

% Increased/Improved Services:

The addition of a Foster Youth Liaison has demonstrated improved services in the form of chronic absenteeism. Foster youth chronic absenteeism has dropped by 5% from 62.5% to 57%.

Action 1 (Goal 2) FY: Specific services and supports provided via the San Marcos Foster Youth Liaison shall include: attending Child Family Team Meetings, providing Education updates and recommendations to support academic success, providing Mental Health services

including crisis counseling for Foster Youth, Weekly or Bi-Weekly visits to Casa De Amparo to meet with students and CdA staff, assisting Special Education Specialist with meeting notices for ERH, CASAs, Social Workers, Attorneys, Foster Youth Guardians, Foster Youth Case Managers, assessing at-risk behaviors related to CSEC, PTSD, suicidal ideation, depressions, anxiety, aggression to provide safe environments with positive reinforcements, contacting FY case managers, cottage staff, supervisors when FY attempt AWOL or refuse to follow school policies to demonstrate a working partnership to keep student safe, calling Cottages (A-D) for check-ins, meeting with CdA case manager and school site social workers at Woodland MS & Mission Hills HS weekly, facilitating CdA case manager meetings for FHS and TOHS while updating staff on student's academic progress, attendance and behavior, maintaining Google Forms for CdA enrollments for each Foster Youth residing at CdA throughout the school year including students attending Charter Schools, Court School (JCCS) or school of origins outside of SMUSD.

#### % Increased/Improved Services:

According to the LCAP survey for 2023, 87% of Foster Youth respondents indicated that they agree that SMUSD provides Foster Youth with enough learning materials and technology. This is an increase of 3% from the prior year. Additionally, survey results also indicated 87% of Foster Youth receive enough social/emotional support from the district and schools, and 82% stated they receive enough academic support. This is an increase of 3% for social/emotional support, and no change for academic support.

The Foster Youth Liaison attended

Action 1 (Goal 2) FY: Additional services will entail collaborating with SDCOE FY Liaisons to ensure students are enrolled, receiving academic resources (Chromebooks, Books, Chargers etc) and transportation, collaborating with school counselors when student schedules are developed to ensure FY are enrolled in appropriate classes with trauma informed care, collaborating with school nurses when FY require medication such as insulin, asthma, or other medications, allergies

Follow up with registrars to ensure FY receives partial credits when checking out of school and transcripts are updated, meeting with CdA therapists to review mental health concerns for FY, interview Social workers, ERH, P.O. Attorney to gain background information for FY, obtaining Exchange of Information for mental health providers outside of SMUSD

Meet with FY prior to disenrollment to give student updated transcripts and grades

Monitor Synergy disenrollments to ensure CalPads if updated when students are no longer attending SMUSD schools, attending Foster Youth Summit Annual Conference, conducting Best Interest Determination (BID), promoting School Stability when assessing for School of Origin, assisting FY teen parents with SMUSD childcare support at FHS, early Start eligibility. Regional Services support, and recommend SSTs for FY students requiring academic review for success. Fees for this action: \$150,000

#### % Increased/Improved Services:

65% of Foster Youth guardians indicated that SMUSD provides enough resources, according to the 2023 LCAP survey. This is an increase of 8% from the prior year.

### ENGLISH LEARNERS

Action 24 (Goal 2) EL: Continue to employ district English Learner Coordinator/Assistant Principal on Special Assignment and English Learner Resource Team. San Marcos Unified will continue to employ a full-time English Learner Coordinator/APOSA with the goal of supporting school teams in improving outcomes for English Learner students. The EL Coordinator will train staff and monitor application/implementation of the policies and practices outlined in the San Marcos Unified EL Master Plan, including student progress monitoring, supplemental program development and evaluation, student identification and assessment, reclassification, and implementation

of specific goals/actions determined via site English Learner Improvement Collaborative improvement (ELIC) plans. The EL Coordinator will also support site ELAC work as well as coordinate DELAC, offering training for parents with the purpose of elevating achievement for English Learner students.

**% Increased/Improved Services:**

72% of our EL families and parents indicated that their child received appropriate learning materials and technologies, and 70% agreed that the child received academic support, as measured by the LCAP survey. Additionally, SMUSD's reclassification rate increased by nearly four percent to 14.9% this year.

**Action 24 (Goal 2) EL:** The work of the EL Coordinator will also be supported by a full-time bilingual testing assistant, who will provide daily access to schools by testing EL students (ELPAC and local assessments), creating learner profiles, coordinating with previous or future schools of attendance to ensure accuracy of reported language levels, and help to meet with parents to explain assessment procedures and report interpretation (ELPAC and district assessments) for families of English Learners. During ELPAC testing season, the team will also be supported by a highly trained group of substitute teachers who will provide small group and one-on-one testing services for EL students. The District-level English Learner Resource team will also be supported by a dedicated data clerk, who will ensure all EL student records and language proficiency levels are uploaded to CALPADS and Synergy, and assist with reclassification procedures/coding as well as RFEP and EL monitoring practices. Fees for this action: \$439,925

**% Increased/Improved Services:**

San Marcos Unified has demonstrated a slight increase in reclassification percentage, from 11% to 14.9% (increase of +3.9%)

**Action 4 (Goal 1) EL:** SMUSD will also continue collaboration with San Diego County Office of Education to provide the English Learner Improvement Collaborative, wherein site teams at all 19 SMUSD schools receive job-embedded professional development and coaching around best practices for teaching English Learner students. Assistant principals, funded through LCAP supplemental dollars, will lead this work at the site level.

Fees for these actions are reflected within other LCAP actions: Funding of District EL Coordinator in Goal 2 (LCAP-funded) and Professional Development through the English Learner Improvement Collaborative (Title III-funded). No additional fees apply.

**% Increased/Improved Services:**

36% of EL students have met A-G graduation requirements, which is a +9.9% increase from the prior year. Additionally, 52.3% of EL Students are making progress towards English Language Proficiency based on the CDE Dashboard. On CAASPP, the number of EL students at standard dropped in ELA from 32% to 18%, and in mathematics from 35.5% to 14.89%.

**Action 13 (Goal 3) EL:** San Marcos Unified will continue to employ a district translator, district office bilingual support staff, and bilingual site employees to assist parents/guardians/students and campus visitors with translation and interpretation services. For languages that are not included within the proficiencies of district staff, outside contracts for service providers will be enacted. By increasing positive and productive two-way communication and collaboration with English Learner families, academic, attendance, and behavioral outcomes will improve for this student population. Associated fees are \$92,730.00 for personnel.

**% Increased/Improved Services:**

74% of English learner families agree/strongly agree that they "feel the school is effectively educating" their student(s) (-3%), as measured by the LCAP survey. 73% agree/strongly agree that SMUSD schools "effectively communicate with parents" (+2%), 59% agree/strongly



agree that SMUSD schools provide enough “resources for parents” of Emergent Bilingual students (-7%). 6% of parents agree/strongly agree that communication would improve if more information was sent “in our family’s primary language”. This is down by 1% from the prior year.

Action 4 (Goal 4) EL: All schools in San Marcos Unified will continue the current practice of electing an ELAC Board, and holding meetings no less than four times per year. Meetings will focus on building community amongst our EL parent population, providing learning for parents about school and district policies, such as ELPAC testing, reclassification, etc., providing input regarding English Learner site programs and services, School Plans for Student Achievement, and site budget decisions. This practice will continue over the course of the next three years (2021-2024 LCAP cycle). No additional funds will be used for this action, as it will be part of the district core practices. Educating parents about EL students about these policies and programs, and empowering them to engage in collaborative decision-making with regards to their child’s education will improve home-school communication and connections, thereby improving outcomes for English Learner students.

% Increased/Improved Services:

100% of SMUSD school sites had legally established ELAC committees that met four times a school year. This goal was measured by collection of ELAC minutes and agendas by the Emergent Bilingual Administrator for SMUSD. Additionally, in the LCAP survey, 79% (+8%) indicated that the District/School “encourage parent involvement” and 60% (+6%) agreed that parents are offered “a say in the decision-making process”.

Action 25 (Goal 2) EL: SMUSD LCAP Funded Assistant Principals (17 in total) will serve in the following capacity to improve outcomes for EL students:

1) Lead member of the English Learner Improvement Collaborative team, (in partnership with the San Diego County Office of Education) responsible for development of site goals and implementation of action plans to address site goals. APs will regularly meet with grade level and/or department teams to analyze EL student data and design interventions to address documented needs. APs will train teachers and classified site personnel in understanding and implementing the policies, procedures, and practices outlined within the San Marcos Unified EL Master Plan. APs will also coordinate site English Learner Advisory Committees, educating parents about school attendance, reclassification, ELPAC, integrated/designated ELD, among other relevant topics. APs will conduct annual ELAC needs assessments, sharing this data with their school communities to drive continuous improvement practices. APs will also oversee site reclassification processes, including parent consultations, as well as progress monitoring for EL and RFEP students, and will collect data and conduct program evaluations for all supplemental English Learner programs.

2) Lead member of San Marcos Unified Equity Task Force. Responsibilities within this role include attending professional development in the area of equity, and participating in site-based equity audits in collaboration with the San Diego County Office of Education. APs will assume the lead role in developing site equity plans, and will coordinate professional development and professional learning communities specifically around improving outcomes for historically marginalized student groups.

% Increased/Improved Services:

SMUSD saw a significant increase in the number of EL students that have met A-G graduation requirements, at 36%. This is a +9.9% increase from the prior year. English learners have also seen a slight rise in reclassification of +3.9%, from 11% to 14.9%. Additionally, across the district, 144 MTSS meetings were facilitated by Assistant Principals, which is an increase from the prior year of +55%.



#### STUDENTS FROM SOCIOECONOMICALLY DISADVANTAGED HOUSEHOLDS:

Action 16 (Goal 2) FY, Low-income: Continue to provide transportation to Twin Oaks High School (continuation high school)

Transportation is a barrier for many students enrolled at Twin Oaks High School (a continuation high school with a high percentage of socioeconomically disadvantaged and foster youth students). In order to ensure TOHS students have access to a high-quality education, the district will continue to provide transportation services. Fees for this action: \$90,000

Fund AP fees to remove barriers to this opportunity (\$75,000)

Fund dual enrollment opportunities through Palomar college to remove barriers to this opportunity (\$5,000)

% Increased/Improved Services:

iReady Reading assessment data indicates that the number of students scoring two or more grade levels below decreased from the fall (88%) to winter (75%) by 13%. On the CAASPP, 17.6% of students from low-income households met or exceeded proficiency in math, and 38.9% in ELA. In terms of college and career preparedness, low-income students had a 49.2% Combined Graduation Rate (-1%), 14.4% AP Exams - Four-Year Graduation Rate Cohort Students (-4.5%), 49.6% Completed A-G Requirements (-1.4%), 11.3% Completed at Least One CTE Pathway (+7.4%)

#### FOSTER YOUTH, HOMELESS YOUTH, STUDENTS FROM SOCIOECONOMICALLY DISADVANTAGED HOUSEHOLDS & ENGLISH LEARNERS:

Action 4 (Goal 2) EI, FY, Low-Income: Add additional personnel to classrooms to support Tier One, universal interventions and provide access to small group instruction.

San Marcos Unified is committed to providing differentiated instruction within general education classroom settings to support diverse groups of learners. Using the Expanded Learning Grant set-aside allocation for TOSAs and other mental health professionals, the district will hire additional high quality professionals in core academic classes, for the purpose of increasing access to small group instruction and one-on-one assistance for students evidencing a need. Priority will be given to schools with higher populations of socio-economically disadvantaged youth, homeless youth, foster youth, and English Learner students, as our data analysis indicates significant opportunity and achievement gaps for these student groups.

% Increased/Improved Services:

Low-Income CAASPP Math for SED 17.63% Met or Exceed Standard; Low-income CAASPP ELA 38.39%; 49.2% Combined Graduation Rate and/or Dashboard Alternative School Status; 14.4% AP Exams - Four-Year Graduation Rate Cohort Students; 49.6% Completed A-G Requirements; 11.3% Completed at Least One CTE Pathway; 7.4% Completed A-G Requirements & At-Least One CTE Pathway; 0.4% Completed College Credit Courses; 7.4% Earned the State Seal of Biliteracy; English learner CAASPP Math 14.9%; CAASPP ELA 18.4%; 8% Combined Graduation Rate and/or Dashboard Alternative School Status; 6.7% AP Exams - Four-Year Graduation Rate Cohort Students; 36.3% Completed A-G Requirements, 9.6% Completed at Least One CTE Pathway, 5.2% Completed A-G Requirements & At-Least One CTE Pathway, 0% Completed College Credit Courses, 8.9% Earned the State Seal of Biliteracy; Foster Youth, suspension rate 12.8%, chronic absenteeism 57%

Action 5 (Goal 2) EL, FY, Low-Income: Continue to expand academic and social-emotional supports for homeless youth.

San Marcos Unified will continue to fund ten, full-time school social workers to provide services within all district schools to support the district MTSS framework, in the realms of social-emotional learning and services, PBIS, anti-bullying and anti-racism initiatives and education, and

restorative justice. Social workers will conduct risk/threat assessments for students expressing suicidal ideations. Social workers will also provide outreach directly to families in need, to help coordinate community mental health and additional services. The district Student Services Director will oversee the school social work program and associated offerings to ensure a cohesive and aligned system of supports for students and families.

% Increased/Improved Services:

37% of 7th graders experienced bullying or harassment, 32% of 8th graders, and 26% of 11th graders. 74% of elementary students indicated on the California Healthy Kids Survey that their school has an anti-bullying climate. Foster Youth, suspension rate 12.8%, chronic absenteeism 57%; 0% expulsion rate.

Action 17 (Goal 2) EL, FY, Low-Income: Provide district staff with consultation and on-call intervention support for LGBTQ students. SMUSD shall contract with the Kinder Future organization to provide technical assistance to develop policies supportive of LGBTQ youth and families. Services include Intervention planning, including school wide AB1266 success and opportunities, intervention, bullying victim support including counseling, advocacy and resource linkage, and provision of on-call support for principals, teachers and district personnel with LGBTQ related questions to enhance inclusionary practices and equity for students. Outcomes will include improved school culture/climate, increased student engagement, decreased behavioral issues, increased school safety for ALL students. At a rate of \$175/hour, the district will contract 100 hours of support per year between 2021-2024. Site Assistant Principals will serve as the site coordinators overseeing these supports for staff/students.

% Increased/Improved Services:

On the California Healthy Kids Survey, 57% of 11th grade males, 53% of females, 53% of nonbinary students, feel connected to school; 61% of 9th grade males, 55% of females, 46% of nonbinary students, feel connected to school; 62% of 7th grade males, 61% of females, 34% of nonbinary students, feel connected to school; 77% of 5th grade males, 79% of females, feel connected to school

Action 3 (Goal 3) EL, FY, Low-income: Provide staff and identified students/families with gender identity support planning. SMUSD shall contract with the Kinder Future organization to coordinate with school staff for Identity Support Planning, and provide students support for Identity Support Planning, inclusive of:

- Student intervention and implementation assistance
- Student and parent social/emotional support and counseling
- Supporting school administrators in implementation
- Community linkages and resources

Cost of service is \$325 per students. This will be a recurring service and cost over the course of the next three years. Site Assistant Principals will serve as the site coordinators overseeing these supports for staff/students.

% Increased/Improved Services:

In the 2023 Speak Up Student Survey, 71% of students indicate that “Administrators and teachers at our school are sincerely interested in listening to and acting upon ideas from students about how to improve school and our education.” Additionally, on the Speak Up Survey, 2% of our students identify as Non-binary, which is consistent with the State and National averages. Also, on the Parent Speak Up Survey, 67% indicated that they agree that they feel connected to their child’s school. In that same survey, 69% of parents stated that they feel their child is emotionally safe at school, and 76% indicated they believe their child school is physically safe.

Action 16 (Goal 3) EL, FY, Low-income: Provide Professional Development (PD) specific to Professional Learning Communities (PLC) for TK-12 teachers and principals (equity & cultural proficiency focus). Provide ongoing professional development on Professional Learning Communities (PLC) for TK-12 site principals and their teams to increase focus on issues of equity, cultural competence, and student achievement. This work will occur over a three-year span, with additional cohorts of teachers participating each year. Fees for this action: \$100,000.

% Increased/Improved Services:

49% of students from low-income households indicated that “all students are treated fairly”, and 55% indicated that they “feel safe at school”, according to the LCAP survey. For English learners, 53% indicated that students are treated fairly, and 56% feel safe at school. For Foster Youth, the sample size was not significant enough to determine a percentage on these prompts, however, guardians of these students responded that their student receives “social/emotional” support at 87% on the LCAP survey.

Action 25 (Goal 2) EL, FY, Low-Income: SMUSD LCAP Funded Assistant Principals (17 in total) will serve in the following capacity to improve outcomes for Homeless Youth students: Lead Foster Youth and Homeless Youth Liaison at the site level. APs, along with school social workers/counselors will regularly engage in professional development and professional learning communities around service coordination and best practices for supporting students from these populations. APs will participate in meetings with Foster Youth and Homeless Youth students and families, to ensure ongoing communication and outreach.

% Increased/Improved Services:

36% of EL students have met A-G requirements. 49.6% of students from low income households have met A-G requirements. 57.4% of Foster Youth were chronically absent, which is a reduction of -5% from the prior year. 43.0% of Homeless Youth were chronically absent. There were 0% of students expelled, including Foster Youth, EL, and students from low-income households.

Action 34 (Goal 1) EL, FY, Low-Income: Attract and retain teachers and support staff. In order to attract and retain highly qualified teachers and support staff to support academic success for our students, and in particular, our unduplicated students, SMUSD shall increase the salary schedule to be competitive with other districts in and around San Diego County.

% Increased/Improved Services:

Teacher retention rate for this year was 90%. Classified employee retention rate was 84%.. According to the LCAP survey, staff results indicate 89% agreed/strongly agreed that “I enjoy what I do” (+2%); 45% of staff agreed/strongly agreed that “I feel like I have a say in the decision-making process at my school” (+2%); 78% of staff agreed/strongly agreed that “I feel my school is effectively educating our students” (+4%); 71% of staff agreed/strongly agreed that the “School leadership communicates effectively with staff” (+8%); 65% of staff agreed/strongly agreed that “I am satisfied with the leadership at my school” (+4%); 48% of staff agreed/strongly agreed that “District leadership communicates effectively with staff” (+2%); 50% of staff agreed/strongly agreed that “I am satisfied with the leadership at the district level” (+10%); 84% of new Classified staff will return to SMUSD for their second year of employment.; 98% of new Certificated staff will return to SMUSD for their second year of employment.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Not Applicable. SMUSD does not receive concentration grant add-on funding, as our unduplicated amount is below 55%.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	n/a	n/a
Staff-to-student ratio of certificated staff providing direct services to students	n/a	n/a

## 2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$21,962,438.00			\$3,054,771.00	\$25,017,209.00	\$22,787,499.00	\$2,229,710.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Implementation of Standards-Based Instruction using Guaranteed and Viable Curriculum in all core subject areas, TK-12	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.2	District-wide use of iReady diagnostic assessment in Reading and Math, three times per year (Fall, Winter, Spring) to monitor student progress	English Learners Foster Youth Low Income				\$130,000.00	\$130,000.00
1	1.3	Adoption and implementation of K-12 Next Generation Science Standards (NGSS)-aligned science curriculum	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.4	District-wide professional development, support, and job-embedded coaching in implementation of English Learner Master Plan, CA English Learner Roadmap, and best practices in designated and integrated ELD	English learners	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.5	Develop and implement district-wide cohesive, aligned, standards-based interim/benchmark assessments for every grade level, TK-12, to monitor student progress in ELA and math	English Learners Foster Youth Low Income	\$16,000.00				\$16,000.00
1	1.6	Provide supplemental digital curriculum to support core instruction	English Learners Foster Youth Low Income				\$65,000.00	\$65,000.00
1	1.7	Provide professional development for instructional staff around evidence-based strategies for learning acceleration for students performing below grade level academic expectations	English Learners Foster Youth Low Income				\$30,000.00	\$30,000.00
1	1.8	Develop specific and targeted educational outreach and recruitment initiatives for secondary students to increase enrollment in CTE pathways	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.9	Provide site-based, job-embedded professional development on the topic of equity and culturally responsive teaching practices.	BIPOC, LGBTQ, English Learners, Foster Youth, Homeless, Low Income				\$75,000.00	\$75,000.00
1	1.10	Provide teachers with professional learning in Essential Elements	All				\$50,000.00	\$50,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		of Instruction (EEI) and How People Learn (adapted from National Institute for School Leadership)						
1	1.11	DISCONTINUED (22-23) - Increase inclusion/ participation in general education classroom setting for students with disabilities.	Students with Disabilities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.12	District-wide use of formative assessment to monitor student progress and drive instruction	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.13	Expand secondary cross-curricular course offerings	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.14	REVISED (22-23)- Expand independent study program options to provide multiple instructional models for students.	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.15	Adopt and implement secondary math curriculum aligned to California Math Framework (2021)	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.16	Provide high-quality designated and integrated English Language Development (ELD) to all English Learner	English Learners	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00



Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		students on a daily basis						
1	1.17	Develop standards-based grading practices across the district	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.18	Ensure all teachers are appropriately credentialed for placement/assignment	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.19	Continue contract with Hanover Research to conduct surveys/focus groups, and provide toolkits on best practices in TK-12 instruction	English Learners Low Income	\$66,794.00				\$66,794.00
1	1.20	Continue to provide new administrators professional development in Essential Elements of Instruction (EEI) Clinical Supervision (1 year) and National Institute for School Leadership (NISL) Executive Development Program (EDP)	All				\$75,000.00	\$75,000.00
1	1.21	Provide AVID (Advancement via Individual Determination) elective courses in Grades 7-12	English Learners Foster Youth Low Income	\$1,200,000.00				\$1,200,000.00
1	1.22	Develop a district-wide 6th grade school-wide AVID program	Latinx student group, African American student group,Low SES student group	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.23	DISCONTINUED (22-23) - Employ district Math/Science/Independent Study/Homeschool Coordinator (Assistant Principal on Special Assignment)	All	\$0.00				\$0.00
1	1.24	Fund AP exam costs to increase accessibility to AP testing.	Low Income	\$75,000.00				\$75,000.00
1	1.25	Provide professional development in best practices and effective implementation of educational technology	All				\$25,000.00	\$25,000.00
1	1.26	Continue to expand 50-50 Spanish dual language immersion program	All	\$45,000.00				\$45,000.00
1	1.27	Continue practice of dedicated professional learning community (PLC) time weekly for all grade level/department teams	English Learners Foster Youth Low Income	\$1,491,200.00				\$1,491,200.00
1	1.28	Continue elementary music program	English Learners Foster Youth Low Income	\$1,302,578.00				\$1,302,578.00
1	1.29	Provide dual enrollment opportunities for students through Palomar College	Low Income	\$50,000.00				\$50,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.30	Employ additional Assistant Principal for La Mirada Academy	English Learners	\$201,593.00				\$201,593.00
1	1.31	DISCONTINUED (22-23) - Implement academic content performance standards adopted by the California State Board of Education	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.32	Continue to prioritize and ensure access to a broad course of study for unduplicated pupils.	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.33	Continue to prioritize and ensure access to a broad course of study for students with special needs.	Students with Disabilities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.34	NEW (21-22): Attract and retain teachers and support staff.	English Learners Foster Youth Low Income	\$7,505,000.00				\$7,505,000.00
2	2.1	Hire a designated district Foster Youth Liaison to provide individualized supports to San Marcos Unified Foster Youth	Foster Youth	\$102,844.00				\$102,844.00
2	2.2	REVISED (22-23) - Expand CCGI offerings through developing an online system where students plan, assess and adjust their own pathway as they travel from 7th grade to 12th grade.	All				\$20,000.00	\$20,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.3	Continue to expand academic and social-emotional supports for homeless youth and low income students.	English Learners Foster Youth Low Income	\$157,802.00			\$60,164.00	\$217,966.00
2	2.4	REVISED (22-23) Add additional personnel to classrooms to support Tier One, universal interventions and provide access to small group instruction	English Learners Foster Youth Low Income				\$1,820,000.00	\$1,820,000.00
2	2.5	Continue to employ school social workers at all district schools for the purpose of supporting social-emotional learning and wellness, positive behavior supports and interventions, anti-bullying prevention and education, and restorative justice	English Learners Foster Youth Low Income	\$1,530,667.00				\$1,530,667.00
2	2.6	DISCONTINUED (22-23) - Provide Tier Two Targeted Supports in the areas of academics, behavior, social-emotional wellness, and college and career readiness	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.7	DISCONTINUED (22-23) - Provide Site-Level Summer	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		Expanded Learning Programs to Address Social Emotional Learning and Learning Acceleration						
2	2.8	DISCONTINUED (22-23) - Provide Tier Three, intensive supplemental supports and interventions to students evidencing a need	English learners, Foster Youth, Low Income All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.9	Provide summer learning academies for English Learner students	English Learners				\$300,000.00	\$300,000.00
2	2.10	DISCONTINUED (22-23) - Continue partnership with the California School-Age Families Education (Cal-SAFE) Program, to serve expectant and parenting teens within the district.	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.11	Continue to employ additional counselors to provide academic, social-emotional, and college and career readiness targeted to supports/interventions to at-promise youth	English Learners Foster Youth Low Income	\$1,286,453.00				\$1,286,453.00
2	2.12	DISCONTINUED (22-23) - Provide additional counseling to students evidencing a need	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.13	REVISED - Develop and implement TK-12 homeschool or independent study learning program as an option for all students.	English Learners Foster Youth Low Income				\$35,000.00	\$35,000.00
2	2.14	Develop and implement district-wide SEL Framework	All	\$0.00	\$0.00	\$0.00	\$8,000.00	\$8,000.00
2	2.15	Continue to fund site-specific actions, supplemental personnel, and programs per SPSA/LCAP goals	English Learners Foster Youth Low Income	\$2,171,125.00				\$2,171,125.00
2	2.16	Continue to provide transportation to Twin Oaks High School (continuation high school)	Foster Youth Low Income	\$92,197.00				\$92,197.00
2	2.17	Provide district staff with consultation and on-call intervention support for LGBTQ students	LGBTQ	\$17,500.00				\$17,500.00
2	2.19	DISCONTINUED (22-23) - Provide District-Wide Summer Expanded Learning Programs	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.20	Provide virtual credit recovery summer program for High School students	English Learners Foster Youth Low Income	\$200,000.00				\$200,000.00
2	2.22	DISCONTINUED (22-23) - Purchase Independent Living Skill curriculum for High School Foster Youth students	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.23	Continued employment of a District Student Services Director to oversee student social-emotional wellness, crisis management, and multi-tiered systems of support	Foster Youth Low Income	\$238,813.00				\$238,813.00
2	2.24	Continue to employ district English Learner Coordinator/Assistant Principal on Special Assignment and English Learner Resource Team	English Learners	\$426,094.00				\$426,094.00
2	2.25	Continue to employ district Assistant Principals for the purpose of site-based leadership in MTSS initiatives	English Learners Foster Youth Low Income	\$3,676,182.00				\$3,676,182.00
3	3.1	Provide secondary school staff with professional development in LGBTQ 101/Engaging LGBTQ Students at School	LGBTQ students				\$15,000.00	\$15,000.00
3	3.2	Provide staff with professional development in gender identity support planning	LGBTQ students				\$20,000.00	\$20,000.00
3	3.3	Provide staff and identified students/families with gender identity support planning	All	\$7,500.00				\$7,500.00



Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.4	Provision of social-emotional wellness lessons & SEW strategy lessons to all SMUSD students	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.5	Provide district-wide professional development in PBIS and restorative justice, as well as alternative means of correction	Hispanic/Latinx Student Group, Socioeconomically disadvantaged student group, Foster Youth Student Group				\$50,000.00	\$50,000.00
3	3.6	DISCONTINUED (22-23: Continue to employ district reengagement plan to improve daily attendance rates	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.7	Provide professional development for staff in Trauma Informed Care (TIC)	All				\$20,000.00	\$20,000.00
3	3.8	District Parent/Homeless Youth Liaison to provide direct outreach & consultation to homeless youth families to develop individualized attendance plans	Homeless youth				\$5,000.00	\$5,000.00
3	3.9	District Foster Youth will collaborate with Foster Youth and legal guardians to provide attendance planning and support for Foster Youth	Foster Youth	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.10	All San Marcos Unified Schools will follow security check-in protocols for	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		campus visitors to ensure student safety						
3	3.11	Maintain all school site facilities and grounds	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.12	Provide Bullying Prevention and Education	English Learners Foster Youth Low Income	\$22,000.00				\$22,000.00
3	3.13	Provide translation/interpretation services for on-site visits and written/verbal communication for non-English speaking parents/guardians	English Learners	\$80,096.00				\$80,096.00
3	3.14	DISCONTINUED (22-23): Continue to provide access to the National Institute of School Leadership Executive Development Program to all Instructional Services directors and school-level administrators (principals and assistant principals)	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.15	REVISED (22-23): Provide training in Edgenuity software for expansion of virtual school offering in grades 6-12	All				\$2,000.00	\$2,000.00
3	3.16	Provide Professional Development (PD) specific to Professional Learning Communities (PLC) for TK-12 teachers and principals (equity	English Learners Foster Youth Low Income				\$50,000.00	\$50,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		& cultural proficiency focus)						
3	3.17	Develop and implement student-specific attendance outreach plans	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.18	Develop leadership pathway for culturally diverse staff (BIPOC)	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.19	Continue inclusion opportunities for students with disabilities within the general education classroom to the greatest extent possible.	Students with Disabilities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	4.1	Strengthen communication with parents/guardians whose primary language is other than English	English Learners	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	4.2	Provide ongoing workshops to parents based on areas of interest.	English Learners Foster Youth Low Income				\$30,000.00	\$30,000.00
4	4.3	All schools will hold a minimum of 9 School Site Council meetings per year	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	4.4	All schools will conduct a minimum of four English Learner Advisory Committee (ELAC) meetings per year.	English Learners	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	4.5	Facilitate monthly meetings with the District English Learner Advisory Committee	English Learners	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.6	Facilitate Monthly Meetings with the District Parent Advisory Committee	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	4.7	REVISED (22-23): Provide community updates on a weekly basis.	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	4.8	Continue to expand outreach for parents/guardians/car egivers of homeless and foster youth	homeless youth and foster youth student groups	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	4.9	Bolster parent engagement and two-way communication within Title One schools	Low Income				\$169,607.00	\$169,607.00
4	4.10	Continue and expand community partnerships to serve students and families	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	4.11	Provide parents/guardians of Foster Youth, Students with Disabilities, and English Learner students, with resources to support student achievement at home.	English Learner students, Students with disabilities, Foster Youth	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	4.12	San Marcos Unified will continue to promote parental participation in programs for individuals with exceptionalities.	Students with Disabilities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

## 2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$211,421,700	\$17,040,590	8.06%	0.00%	8.06%	\$21,892,438.00	0.00%	10.35 %	<b>Total:</b>	\$21,892,438.00
								<b>LEA-wide Total:</b>	\$16,788,226.00
								<b>Limited Total:</b>	\$102,844.00
								<b>Schoolwide Total:</b>	\$5,001,368.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	District-wide use of iReady diagnostic assessment in Reading and Math, three times per year (Fall, Winter, Spring) to monitor student progress	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.5	Develop and implement district-wide cohesive, aligned, standards-based interim/benchmark assessments for every grade level, TK-12, to monitor student progress in ELA and math	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: all middle and high schools 6-12	\$16,000.00	
1	1.6	Provide supplemental digital curriculum to support core instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Provide professional development for instructional staff around evidence-based strategies for learning acceleration for students performing below grade level academic expectations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.19	Continue contract with Hanover Research to conduct surveys/focus groups, and provide toolkits on best practices in TK-12 instruction	Yes	LEA-wide	English Learners Low Income	All Schools	\$66,794.00	
1	1.21	Provide AVID (Advancement via Individual Determination) elective courses in Grades 7-12	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: all middle and comprehensive high schools 7-12	\$1,200,000.00	
1	1.24	Fund AP exam costs to increase accessibility to AP testing.	Yes	LEA-wide	Low Income	Specific Schools: all high schools 11-12	\$75,000.00	
1	1.27	Continue practice of dedicated professional learning community (PLC) time weekly for all grade level/department teams	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All district elementary schools TK - 5	\$1,491,200.00	
1	1.28	Continue elementary music program	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: all district elementary schools TK-5	\$1,302,578.00	
1	1.29	Provide dual enrollment opportunities for students through Palomar College	Yes	Schoolwide	Low Income	Specific Schools: all district high schools	\$50,000.00	
1	1.30	Employ additional Assistant Principal for La Mirada Academy	Yes	Schoolwide	English Learners	Specific Schools: La Mirada Academy	\$201,593.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						6-8		
1	1.34	NEW (21-22): Attract and retain teachers and support staff.	Yes	LEA-wide	English Learners Foster Youth Low Income		\$7,505,000.00	
2	2.1	Hire a designated district Foster Youth Liaison to provide individualized supports to San Marcos Unified Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth	Specific Schools: all schools with foster youth enrollment TK-12	\$102,844.00	
2	2.3	Continue to expand academic and social-emotional supports for homeless youth and low income students.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$157,802.00	
2	2.4	REVISED (22-23) Add additional personnel to classrooms to support Tier One, universal interventions and provide access to small group instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.5	Continue to employ school social workers at all district schools for the purpose of supporting social-emotional learning and wellness, positive behavior supports and interventions, anti-bullying prevention and education, and restorative justice	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,530,667.00	
2	2.9	Provide summer learning academies for English Learner students	Yes	Schoolwide	English Learners	All Schools 1-7		
2	2.11	Continue to employ additional counselors to provide academic, social-emotional, and college and career readiness targeted to	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: all middle and high schools 6-12	\$1,286,453.00	



Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		supports/interventions to at-risk youth						
2	2.13	REVISED - Develop and implement TK-12 homeschool or independent study learning program as an option for all students.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.15	Continue to fund site-specific actions, supplemental personnel, and programs per SPSA/LCAP goals	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$2,171,125.00	
2	2.16	Continue to provide transportation to Twin Oaks High School (continuation high school)	Yes	Schoolwide	Foster Youth Low Income	Specific Schools: Twin Oaks High School	\$92,197.00	
2	2.20	Provide virtual credit recovery summer program for High School students	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: all district high schools 9-12	\$200,000.00	
2	2.23	Continued employment of a District Student Services Director to oversee student social-emotional wellness, crisis management, and multi-tiered systems of support	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$238,813.00	
2	2.24	Continue to employ district English Learner Coordinator/Assistant Principal on Special Assignment and English Learner Resource Team	Yes	LEA-wide	English Learners	All Schools	\$426,094.00	
2	2.25	Continue to employ district Assistant Principals for the purpose of site-based leadership in MTSS initiatives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,676,182.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.12	Provide Bullying Prevention and Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$22,000.00	
3	3.13	Provide translation/interpretation services for on-site visits and written/verbal communication for non-English speaking parents/guardians	Yes	LEA-wide	English Learners	All Schools	\$80,096.00	
3	3.16	Provide Professional Development (PD) specific to Professional Learning Communities (PLC) for TK-12 teachers and principals (equity & cultural proficiency focus)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.2	Provide ongoing workshops to parents based on areas of interest.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	4.9	Bolster parent engagement and two-way communication within Title One schools	Yes	Schoolwide	Low Income	Specific Schools: Joli Ann Leichtag, San Marcos Elementary, La Mirada Academy		

## 2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$19,976,889.00	\$20,509,459.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Implementation of Standards-Based Instruction using Guaranteed and Viable Curriculum in all core subject areas, TK-12	No	\$0.00	
1	1.2	District-wide use of iReady diagnostic assessment in Reading and Math, three times per year (Fall, Winter, Spring) to monitor student progress	Yes	\$172,900.00	\$125,070
1	1.3	Adoption and implementation of K-12 Next Generation Science Standards (NGSS)-aligned science curriculum	No	\$0.00	
1	1.4	District-wide professional development, support, and job-embedded coaching in implementation of English Learner Master Plan, CA English Learner Roadmap, and best practices in designated and integrated ELD	No	\$0.00	
1	1.5	Develop and implement district-wide cohesive, aligned, standards-based interim/benchmark assessments for every grade level, TK-12, to monitor student progress in ELA and math	Yes	\$12,690.00	\$16,020
1	1.6	Provide supplemental digital curriculum to support core instruction	Yes	\$50,000.00	\$63,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.7	Provide professional development for instructional staff around evidence-based strategies for learning acceleration for students performing below grade level academic expectations	Yes	\$55,000.00	\$30,226
1	1.8	Develop specific and targeted educational outreach and recruitment initiatives for secondary students to increase enrollment in CTE pathways	No	\$0.00	
1	1.9	Provide site-based, job-embedded professional development on the topic of equity and culturally responsive teaching practices.	No	\$75,000.00	\$27,350
1	1.10	Provide teachers with professional learning in Essential Elements of Instruction (EEI) and How People Learn (adapted from National Institute for School Leadership)	No	\$5,000.00	\$50,000
1	1.11	DISCONTINUED (22-23) - Increase inclusion/ participation in general education classroom setting for students with disabilities.	No	\$0.00	
1	1.12	District-wide use of formative assessment to monitor student progress and drive instruction	No	\$0.00	
1	1.13	Expand secondary cross-curricular course offerings	No	\$0.00	
1	1.14	REVISED (22-23)- Expand independent study program options to provide multiple instructional models for students.	No	\$0.00	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.15	Adopt and implement secondary math curriculum aligned to California Math Framework (2021)	No	\$0.00	
1	1.16	Provide high-quality designated and integrated English Language Development (ELD) to all English Learner students on a daily basis	No	\$0.00	
1	1.17	Develop standards-based grading practices across the district	No	\$0.00	
1	1.18	Ensure all teachers are appropriately credentialed for placement/assignment	No	\$0.00	
1	1.19	Continue contract with Hanover Research to conduct surveys/focus groups, and provide toolkits on best practices in TK-12 instruction	Yes	\$66,794.00	\$22,050
1	1.20	Continue to provide new administrators professional development in Essential Elements of Instruction (EEI) Clinical Supervision (1 year) and National Institute for School Leadership (NISL) Executive Development Program (EDP)	No	\$120,000.00	\$49,000
1	1.21	Provide AVID (Advancement via Individual Determination) elective courses in Grades 7-12	Yes	\$992,000.00	\$1,111,776
1	1.22	Develop a district-wide 6th grade school-wide AVID program	No	\$0.00	\$0
1	1.23	DISCONTINUED (22-23) - Employ district Math/Science/Independent Study/Homeschool Coordinator (Assistant Principal on Special Assignment)	Yes	\$0.00	\$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.24	Fund AP exam costs to increase accessibility to AP testing.	Yes	\$75,000.00	\$75,000
1	1.25	Provide professional development in best practices and effective implementation of educational technology	No	\$30,000.00	\$1,500
1	1.26	Continue to expand 50-50 Spanish dual language immersion program	No	\$45,000.00	\$12,872
1	1.27	Continue practice of dedicated professional learning community (PLC) time weekly for all grade level/department teams	Yes	\$1,491,200.00	\$1,308,890
1	1.28	Continue elementary music program	Yes	\$1,302,578.00	\$1,208,441
1	1.29	Provide dual enrollment opportunities for students through Palomar College	Yes	\$5,000.00	\$0
1	1.30	Employ additional Assistant Principal for La Mirada Academy	Yes	\$82,367.00	\$201,593
1	1.31	DISCONTINUED (22-23) - Implement academic content performance standards adopted by the California State Board of Education	No	\$0.00	\$0
1	1.32	Continue to prioritize and ensure access to a broad course of study for unduplicated pupils.	No	\$0.00	\$0
1	1.33	Continue to prioritize and ensure access to a broad course of study for students with special needs.	No	\$0.00	\$0
1	1.34	NEW (21-22): Attract and retain teachers and support staff.	Yes	\$4,000,000.00	\$5,144,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Hire a designated district Foster Youth Liaison to provide individualized supports to San Marcos Unified Foster Youth	Yes	\$160,000.00	\$69,607
2	2.2	REVISED (22-23) - Expand CCGI offerings through developing an online system where students plan, assess and adjust their own pathway as they travel from 7th grade to 12th grade.	No	\$20,000.00	\$5,800
2	2.3	Continue to expand academic and social-emotional supports for homeless youth and low income students.	Yes	\$392,939.00	\$179,800
2	2.4	REVISED (22-23) Add additional personnel to classrooms to support Tier One, universal interventions and provide access to small group instruction	Yes	\$1,820,000.00	\$1,587,490
2	2.5	Continue to employ school social workers at all district schools for the purpose of supporting social-emotional learning and wellness, positive behavior supports and interventions, anti-bullying prevention and education, and restorative justice	Yes	\$1,169,098.00	\$1,204,862
2	2.6	DISCONTINUED (22-23) - Provide Tier Two Targeted Supports in the areas of academics, behavior, social-emotional wellness, and college and career readiness	Yes	\$0.00	\$0
2	2.7	DISCONTINUED (22-23) - Provide Site-Level Summer Expanded	Yes	\$0.00	\$0



Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		Learning Programs to Address Social Emotional Learning and Learning Acceleration			
2	2.8	DISCONTINUED (22-23) - Provide Tier Three, intensive supplemental supports and interventions to students evidencing a need	No	\$0.00	\$0
2	2.9	Provide summer learning academies for English Learner students	Yes	\$300,000.00	\$75,532
2	2.10	DISCONTINUED (22-23) - Continue partnership with the California School-Age Families Education (Cal-SAFE) Program, to serve expectant and parenting teens within the district.	Yes	\$0.00	\$0
2	2.11	Continue to employ additional counselors to provide academic, social-emotional, and college and career readiness targeted to supports/interventions to at-risk youth	Yes	\$1,286,453.00	\$1,074,082
2	2.12	DISCONTINUED (22-23) - Provide additional counseling to students evidencing a need	Yes	\$0.00	\$0
2	2.13	REVISED - Develop and implement TK-12 homeschool or independent study learning program as an option for all students.	Yes	\$34,572.00	\$63,925
2	2.14	Develop and implement district-wide SEL Framework	No	\$35,000.00	\$7,960
2	2.15	Continue to fund site-specific actions, supplemental personnel,	Yes	\$2,019,000.00	\$1,887,406

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		and programs per SPSA/LCAP goals			
2	2.16	Continue to provide transportation to Twin Oaks High School (continuation high school)	Yes	\$92,197.00	\$92,197
2	2.17	Provide district staff with consultation and on-call intervention support for LGBTQ students	No	\$17,500.00	\$0
2	2.19	DISCONTINUED (22-23) - Provide District-Wide Summer Expanded Learning Programs	Yes	\$0.00	\$0
2	2.20	Provide virtual credit recovery summer program for High School students	Yes	\$100,000.00	\$20,610
2	2.22	DISCONTINUED (22-23) - Purchase Independent Living Skill curriculum for High School Foster Youth students	Yes	\$0.00	\$0
2	2.23	Continued employment of a District Student Services Director to oversee student social-emotional wellness, crisis management, and multi-tiered systems of support	Yes	\$213,002.00	\$201,690
2	2.24	Continue to employ district English Learner Coordinator/Assistant Principal on Special Assignment and English Learner Resource Team	Yes	\$416,078.00	\$368,067
2	2.25	Continue to employ district Assistant Principals for the purpose of site-based leadership in MTSS initiatives	Yes	\$2,736,425.00	\$3,873,249
3	3.1	Provide secondary school staff with professional development in LGBTQ 101/Engaging LGBTQ Students at School	No	\$32,000.00	\$19,900
3	3.2	Provide staff with professional development in gender identity support planning	No	\$57,500.00	\$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	Provide staff and identified students/families with gender identity support planning	No	\$7,500.00	\$12,012
3	3.4	Provision of social-emotional wellness lessons & SEW strategy lessons to all SMUSD students	No	\$0.00	\$0
3	3.5	Provide district-wide professional development in PBIS and restorative justice, as well as alternative means of correction	No	\$50,000.00	\$0
3	3.6	DISCONTINUED (22-23: Continue to employ district reengagement plan to improve daily attendance rates	No	\$0.00	\$0
3	3.7	Provide professional development for staff in Trauma Informed Care (TIC)	No	\$55,000.00	\$19,900
3	3.8	District Parent/Homeless Youth Liaison to provide direct outreach & consultation to homeless youth families to develop individualized attendance plans	No	\$5,000.00	\$51,890
3	3.9	District Foster Youth will collaborate with Foster Youth and legal guardians to provide attendance planning and support for Foster Youth	No	\$0.00	\$0
3	3.10	All San Marcos Unified Schools will follow security check-in protocols for campus visitors to ensure student safety	No	\$0.00	\$0
3	3.11	Maintain all school site facilities and grounds	No	\$0.00	\$0
3	3.12	Provide Bullying Prevention and Education	Yes	\$22,000.00	\$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.13	Provide translation/interpretation services for on-site visits and written/verbal communication for non-English speaking parents/guardians	Yes	\$80,096.00	\$55,539
3	3.14	DISCONTINUED (22-23): Continue to provide access to the National Institute of School Leadership Executive Development Program to all Instructional Services directors and school-level administrators (principals and assistant principals)	No	\$0.00	\$0
3	3.15	REVISED (22-23): Provide training in Edgenuity software for expansion of virtual school offering in grades 6-12	No	\$20,000.00	\$0
3	3.16	Provide Professional Development (PD) specific to Professional Learning Communities (PLC) for TK-12 teachers and principals (equity & cultural proficiency focus)	Yes	\$50,000.00	\$15,000
3	3.17	Develop and implement student-specific attendance outreach plans	No	\$0.00	\$0
3	3.18	Develop leadership pathway for culturally diverse staff (BIPOC)	No	\$0.00	\$0
3	3.19	Continue inclusion opportunities for students with disabilities within the general education classroom to the greatest extent possible.	No	\$0.00	\$0
4	4.1	Strengthen communication with parents/guardians whose primary language is other than English	No	\$0.00	\$0
4	4.2	Provide ongoing workshops to parents based on areas of interest.	Yes	\$30,000.00	\$13,600
4	4.3	All schools will hold a minimum of 9 School Site Council meetings per year	No	\$0.00	\$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.4	All schools will conduct a minimum of four English Learner Advisory Committee (ELAC) meetings per year.	No	\$0.00	\$0
4	4.5	Facilitate monthly meetings with the District English Learner Advisory Committee	No	\$0.00	\$0
4	4.6	Facilitate Monthly Meetings with the District Parent Advisory Committee	No	\$0.00	\$0
4	4.7	REVISED (22-23): Provide community updates on a weekly basis.	No	\$0.00	\$0
4	4.8	Continue to expand outreach for parents/guardians/caregivers of homeless and foster youth	No	\$0.00	\$0
4	4.9	Bolster parent engagement and two-way communication within Title One schools	Yes	\$175,000.00	\$162,553
4	4.10	Continue and expand community partnerships to serve students and families	No	\$0.00	\$0
4	4.11	Provide parents/guardians of Foster Youth, Students with Disabilities, and English Learner students, with resources to support student achievement at home.	No	\$0.00	\$0
4	4.12	San Marcos Unified will continue to promote parental participation in programs for individuals with exceptionalities.	No	\$0.00	\$0

## 2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$15,468,892	\$16,424,917.00	\$18,054,715.00	(\$1,629,798.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	District-wide use of iReady diagnostic assessment in Reading and Math, three times per year (Fall, Winter, Spring) to monitor student progress	Yes				
1	1.5	Develop and implement district-wide cohesive, aligned, standards-based interim/benchmark assessments for every grade level, TK-12, to monitor student progress in ELA and math	Yes	\$12,690.00	\$16,020		
1	1.6	Provide supplemental digital curriculum to support core instruction	Yes				
1	1.7	Provide professional development for instructional staff around evidence-based strategies for learning acceleration for students performing below grade level academic expectations	Yes				
1	1.19	Continue contract with Hanover Research to conduct surveys/focus groups, and	Yes	\$66,794.00	\$22,050		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		provide toolkits on best practices in TK-12 instruction					
1	1.21	Provide AVID (Advancement via Individual Determination) elective courses in Grades 7-12	Yes	\$992,000.00	\$1,111,776		
1	1.23	DISCONTINUED (22-23) - Employ district Math/Science/Independent Study/Homeschool Coordinator (Assistant Principal on Special Assignment)	Yes	\$0.00			
1	1.24	Fund AP exam costs to increase accessibility to AP testing.	Yes	\$75,000.00	\$75,000		
1	1.27	Continue practice of dedicated professional learning community (PLC) time weekly for all grade level/department teams	Yes	\$1,491,200.00	\$1,308,890		
1	1.28	Continue elementary music program	Yes	\$1,302,578.00	\$1,208,441		
1	1.29	Provide dual enrollment opportunities for students through Palomar College	Yes	\$5,000.00	\$0		
1	1.30	Employ additional Assistant Principal for La Mirada Academy	Yes	\$82,367.00	\$201,593		
1	1.34	NEW (21-22): Attract and retain teachers and support staff.	Yes	\$4,000,000.00	\$5,144,000		
2	2.1	Hire a designated district Foster Youth Liaison to provide individualized supports to San Marcos Unified Foster Youth	Yes	\$160,000.00	\$69,607		



Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.3	Continue to expand academic and social-emotional supports for homeless youth and low income students.	Yes	\$102,939.00	\$119,636		
2	2.4	REVISED (22-23) Add additional personnel to classrooms to support Tier One, universal interventions and provide access to small group instruction	Yes				
2	2.5	Continue to employ school social workers at all district schools for the purpose of supporting social-emotional learning and wellness, positive behavior supports and interventions, anti-bullying prevention and education, and restorative justice	Yes	\$1,169,098.00	\$1,204,862		
2	2.6	DISCONTINUED (22-23) - Provide Tier Two Targeted Supports in the areas of academics, behavior, social-emotional wellness, and college and career readiness	Yes	\$0.00			
2	2.7	DISCONTINUED (22-23) - Provide Site-Level Summer Expanded Learning Programs to Address Social Emotional Learning and Learning Acceleration	Yes	\$0.00			
2	2.9	Provide summer learning academies for English Learner students	Yes				

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.10	DISCONTINUED (22-23) - Continue partnership with the California School-Age Families Education (Cal-SAFE) Program, to serve expectant and parenting teens within the district.	Yes	\$0.00			
2	2.11	Continue to employ additional counselors to provide academic, social-emotional, and college and career readiness targeted to supports/interventions to at-risk youth	Yes	\$1,286,453.00	\$1,074,082		
2	2.12	DISCONTINUED (22-23) - Provide additional counseling to students evidencing a need	Yes	\$0.00			
2	2.13	REVISED - Develop and implement TK-12 homeschool or independent study learning program as an option for all students.	Yes				
2	2.15	Continue to fund site-specific actions, supplemental personnel, and programs per SPSA/LCAP goals	Yes	\$2,019,000.00	\$1,887,406		
2	2.16	Continue to provide transportation to Twin Oaks High School (continuation high school)	Yes	\$92,197.00	\$92,197		
2	2.19	DISCONTINUED (22-23) - Provide District-Wide Summer Expanded Learning Programs	Yes	\$0.00			
2	2.20	Provide virtual credit recovery summer program for High School students	Yes	\$100,000.00	\$20,610		
2	2.22	DISCONTINUED (22-23) - Purchase Independent Living	Yes	\$0.00			

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		Skill curriculum for High School Foster Youth students					
2	2.23	Continued employment of a District Student Services Director to oversee student social-emotional wellness, crisis management, and multi-tiered systems of support	Yes	\$213,002.00	\$201,690		
2	2.24	Continue to employ district English Learner Coordinator/Assistant Principal on Special Assignment and English Learner Resource Team	Yes	\$416,078.00	\$368,067		
2	2.25	Continue to employ district Assistant Principals for the purpose of site-based leadership in MTSS initiatives	Yes	\$2,736,425.00	\$3,873,249		
3	3.12	Provide Bullying Prevention and Education	Yes	\$22,000.00	\$0		
3	3.13	Provide translation/interpretation services for on-site visits and written/verbal communication for non-English speaking parents/guardians	Yes	\$80,096.00	\$55,539		
3	3.16	Provide Professional Development (PD) specific to Professional Learning Communities (PLC) for TK-12 teachers and principals (equity & cultural proficiency focus)	Yes				
4	4.2	Provide ongoing workshops to parents based on areas of interest.	Yes				
4	4.9	Bolster parent engagement and two-way communication within Title One schools	Yes				



## 2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$194,435,528	\$15,468,892	0	7.96%	\$18,054,715.00	0.00%	9.29%	\$0.00	0.00%

# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

## Plan Summary

### Purpose



A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

**LCAP Highlights** – Identify and briefly summarize the key features of this year's LCAP.

**Comprehensive Support and Improvement** – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Engaging Educational Partners

## Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

### **Focus Goal(s)**

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### **Broad Goal**

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### **Maintenance of Progress Goal**

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

### **Required Goals**

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### **Measuring and Reporting Results:**

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

## Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

## Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### Requirements and Instructions

***Projected LCFF Supplemental and/or Concentration Grants:*** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

**LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

**LCFF Carryover — Dollar:** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

**Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

#### **Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

***Unduplicated Percentage > 55 percent:*** For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55 percent:*** For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

**For schools with 40 percent or more enrollment of unduplicated pupils:** Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

**For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils:** Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.**

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.



- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

### **LCFF Carryover Table**

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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