

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

LEA name:

San Marcos Unified School District

CDS code:

37737910000000

Link to the LCAP:

(optional)

[SMUSD Local Control Accountability Plan \(Link\)](#)

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

(NOTE: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

Title I, Part A - Improving Basic Programs Operated by State and Local Educational Agencies

Title II Part A - Supporting Effective Instruction

Title III - Language instruction for English Learners

Title IV - Student Support and Academic Enrichment

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the

LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The San Marcos Unified School District is an innovative and collaborative community, providing an unparalleled educational experience. Through an engaging and supportive environment, all students are challenged, inspired, and poised to excel. Moreover, SMUSD emphasizes equitable learning opportunities and access to rigorous, standards-based instruction for all students at every grade level. For students who struggle academically, behaviorally, and/or socially-emotionally, SMUSD offers support and services through its base and supplemental programs aimed at assisting students with learning recovery and overall success in school. The 2024–2027 Local Control and Accountability Plan (LCAP) encapsulate the SMUSD vision and delineates the programs and supports within four overarching goals:

1. **Future Ready Students:** All SMUSD students engage in the purposeful integration of rigorous academic content and relevant experiences that develop the Portrait of a Graduate competencies.
2. **Future Ready Learning Environments:** All SMUSD classrooms and campuses are welcoming places where every student feels seen, heard, and valued.
3. **Future Ready Educators:** All SMUSD teachers, support staff, and administrators feel valued and supported by hiring, onboarding, evaluating, professional learning, and training practices that enable them to create Future Ready learning environments.
4. **Future Ready System:** All SMUSD systems are designed to support the successful development of Future Ready students, educators, and learning environments.

An annual analysis of the SMUSD three-year LCAP is conducted to identify areas of strength and need, as well as to refine and update actions and expenditures related to the four goals of the LCAP.

This analysis is conducted through an examination of both state and local assessments and data indicators, as well as through extensive outreach with SMUSD's educational partners. These partners include parents, students, SMUSD employees, members of the community, and classified and certificated labor partner leadership.

An analysis of data and educational partner feedback and input indicate district strengths and/or growth in the area:

- ELA: Strong performance levels were maintained for Asian (Level 5), Filipino (Level 5), Two or More Races (Level 5), White (Level 4), and ALL students (Level 4). Filipino and Two or More Races student groups improved from Level 4 to Level 5.
- Math: Asian students maintained the highest performance level (Level 5). Filipino, White, and Two or More Races student groups maintained strong performance at Level 4.
- Science: Asian, Filipino, and Two or More Races student groups earned the highest performance level (Level 5). *ALL students and White students performed at Level
- Chronic Absenteeism: Homeless students improved significantly from Level 3 to Level 1. Pacific Islander students improved from Level 1 to Level 3.
- Suspension Rate: Asian and Filipino student groups achieved the highest performance levels (Level 5). White students, Two or More Races students, English Learners, Hispanic students, Homeless students, Socioeconomically Disadvantaged students, Students with Disabilities, and *ALL students performed at strong levels (Level 4). African American students demonstrated notable improvement, improving from Level 4 to Level 1.
- Graduation Rate: Asian and Filipino student groups maintained the highest performance level (Level 5). White students and Two or More Races students continued to perform at Level 3 despite declines from prior years. English Learners, Hispanic students, Homeless students, and Socioeconomically Disadvantaged students-maintained Level 2 performance.
- English Learner Progress: English Learners improved from Level 2 to Level 3, while Long-term English Learners improved from Level 3 to Level 4.
- English Learner Outcomes: English Learners improved in both ELA and College/Career indicators from Level 2 to Level 3.
- Facilities: 100% of schools maintained an overall “Good” or better rating on the Facilities Inspection Tool (FIT), demonstrating that all school sites met standards for safe and well-maintained learning environments.

An analysis of data and educational partner feedback and input indicate district areas of continued need include:

- Graduation Rate: ALL students, Socioeconomically Disadvantaged students, White students, and Two or More Races students declined from prior year performance levels, indicating continued need to improve graduation outcomes.
- Chronic Absenteeism: ALL students, English Learners, Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities remained at Level 3. White students declined from Level 3 to Level 4.
- Mathematics: ALL students, English Learners, Hispanic students, Socioeconomically Disadvantaged students, and African American students remained at Level 2 or Level 3, indicating continued need for improvement in math achievement.
- English Language Arts: Hispanic, Homeless, Socioeconomically Disadvantaged, African American, and English Learner student groups remained below the highest performance levels.
- College/Career: Hispanic students declined from Level 4 to Level 3, while English Learners, Long-term English Learners, Homeless students, and Students with Disabilities remained below the highest performance levels.
- Students with Disabilities: Students with Disabilities remained at Level 1 in English Language Arts and Mathematics. Graduation Rate also declined from Level 4 to Level 2.
- Foster Youth: Foster Youth student groups remained at lower performance levels in Chronic Absenteeism and Mathematics.
- Long-term English Learners: Long-term English Learners remained at Level 1 in English Language Arts and Mathematics and Level 3 in Chronic Absenteeism.

- Science: African American students performed at Level 2, while English Learners, Hispanic students, Homeless students, Socioeconomically Disadvantaged students, and Students with Disabilities performed at Level 3.

The 2024-2027 three-year LCAP goals, actions and services, and expenditures are designed to build upon our student and school strengths while also addressing the areas of identified needs.

Within the SMUSD LCAP, Local Control Funding Formula (LCFF) entitlement funds are used to provide base programs for all schools. In addition, LCFF funds also support the needs of unduplicated subgroups of students, including English language learners, Foster Youth, and Low-Income students.

In addition to these LCFF funds, federal resources, including Title I, Title II, Title III, Title III Immigrant, Title IV, and other short-term local, state, and federal grants, are addressed in the LCAP goals, actions/strategies, and expenditures.

These sources of funding are supplemental to the base LCFF programs and are designed to address areas of need for our district and schools, as well as the needs of our unduplicated student populations (EL, Low-Income, and Foster Youth).

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The San Marcos Unified School District aligns programs, services, and activities supported by federal resources with the district priorities delineated in the Local Control Accountability Plan (LCAP). All school sites in the district collaborate annually with Educational Partners to create School Plans for Student Achievement (SPSA). Each site's SPSA has established goals that are aligned to the SMUSD LCAP goals and priorities. Federal funds will be used in conjunction with state funds to support and supplement core instructional programs, extend services for students evidencing academic and/or behavioral needs, and to advance professional learning to build capacity among our staff.

At the District level, federal funds will support the following LCAP goals:

1. Future Ready Students: All SMUSD students engage in the purposeful integration of rigorous academic content and relevant experiences that develop the Portrait of a Graduate competencies.
2. All SMUSD classrooms and campuses are welcoming places where every student feels seen, heard, and valued.
3. All SMUSD teachers, support staff, and administrators feel valued and supported through hiring, onboarding, evaluating, professional learning, and training practices that enable them to create Future Ready learning environments.
4. All SMUSD systems are designed to support the successful development of Future Ready students, educators, and learning environments.

SMUSD LCAP Goal 1—Future-Ready Students: All SMUSD students engage in the purposeful integration of rigorous academic content and relevant experiences that develop the Portrait of a Graduate competencies.

The competencies of adaptability, communication, critical thinking, empathy, and leadership, combined with rigorous academic content, are the foundation of deeper learning in which we want all students to engage at every grade level. In order to engage in deeper learning, however, each and every student must have foundational academic skills that are evidenced by our local and state metrics.

Title I funds will be utilized to supplement current actions and increase equity and access for sites designated as Title I Schoolwide through school-based programs (sites with free and reduced lunch rates above 40%). Each Title I-designated site will receive a per-pupil allocation to use to support SPSA strategies and actions around student achievement. Additionally, several high-impact teachers will be hired through these funds to support academic interventions at schools with the highest percentage of socioeconomically disadvantaged students. Title II funds shall be utilized to support training related to the implementation of a socially, culturally, and behaviorally responsive instructional program that includes curriculum, targeted support, and differentiated interventions for English learners, low-income, and foster youth pupils. These funds shall also be utilized to provide teacher training in GLAD and SDAIE instructional strategies, as well as targeted professional development in English language arts and mathematics.

Title III, Part A funds shall be utilized in this goal to purchase supplemental digital software to support reclassification. Additionally, Title III, Part A will be used to fund Emergent Bilingual Summer School, which is aimed at accelerating students' language acquisition as well as academic achievement.

Title III Immigrant funds will be used toward the procurement of supplemental curriculum and digital software to support newcomer emergent bilingual students at SMUSD. These funds will also support digital tablet devices provided to immigrant students for use in support of access to academic content.

Title IV funds will expand and support the district VAPA plan, social-emotional learning opportunities and supports, opportunities for middle school students to attend CTE classes, and professional development and coaching for staff pertaining to effective and meaningful technology integration.

SMUSD LCAP Goal 2—All SMUSD classrooms and campuses are welcoming places where every student feels seen, heard, and valued.

In order for students to grow in the competencies of SMUSD's Portrait of a Graduate and to be able to engage in deeper learning, students must be connected to their campuses and classrooms and to adults and peers on campus. Research regarding how people learn, as well as cognitive science, is clear on both the social aspects of learning and the importance of connection and belonging in academic environments.

Title I funds will provide support, both material and interpersonal, to students experiencing homelessness, as identified under the McKinney-Vento Act. These supports are intended to remove barriers for students experiencing homelessness in order for them to have full access to core content, instruction, and services.

Title II funds will also support Goal 2 through funding training and professional development opportunities in social-emotional learning, student engagement, and school safety.

Title IV funds will be used to support healthy activities for students throughout the district.

SMUSD LCAP Goal 3—All SMUSD teachers, support staff, and administrators feel valued and supported through hiring, onboarding, evaluating, professional learning, and training practices that enable them to create Future Ready learning environments.

In order for each and every student to engage and grow in the competencies of SMUSD's Portrait of a Graduate and deeper learning milestones within the Strategic Promise, a shift in classroom learning experiences is required. Teachers must not only know the state standards but must create environments in which the standards are embedded in relevant and responsive instructional programs.

To support these efforts, Title II funds shall be used to provide professional learning that is socially, culturally, and behaviorally responsive and supports creating and maintaining Future Ready learning environments. Title II funds will also be used to implement practices to ensure certificated employees are capable of creating learning environments that are conducive to student academic success in meeting core state standards and district priorities.

SMUSD LCAP Goal 4—All SMUSD systems are designed to support the successful development of Future Ready students, educators, and learning environments.

In order to ensure students are able to grow in the competencies of the Portrait of a Graduate, engage in deeper learning, and become Future Ready, all aspects of the system must be engaged to support students. A key part of this system is educating and partnering with parents/guardians and the community to meet the academic and comprehensive wellness needs of students.

Title I funding has been allocated to support this focus on community outreach and support in the form of parent and family training and support under the Special Programs Department. This includes McKinney-Vento resources and outreach to parents to support academics, as well as training to help parents/guardians respond to the social-emotional needs of their students and ensuring that parents/guardians and the community receive all information in a timely, understandable manner in their native language.

SMUSD LCAP Goal 1—Future-Ready Students: All SMUSD students engage in the purposeful integration of rigorous academic content and relevant experiences that develop the Portrait of a Graduate competencies.

The competencies of adaptability, communication, critical thinking, empathy, and leadership, combined with rigorous academic content are the foundation of deeper learning in which we want all students to engage at every grade level. In order to engage in deeper learning, however, each and every student must have foundational academic skills that are evidenced by our local and state metrics.

Title I funds will be utilized to supplement current actions and increase equity and access for sites designated as Title I School-Wide through school-based programs (sites with free and reduced lunch rates above 40%). Each Title One-designated site will receive a per-pupil allocation to use to support SPSA strategies and actions around student achievement. Additionally, several high-impact teachers will be hired through these funds to support academic interventions at schools with the highest percentage of socioeconomically disadvantaged students.

Title II funds shall be utilized to support training related to the implementation of a socially, culturally, and behaviorally responsive instructional program that includes curriculum, targeted support, and differentiated interventions for English

learners, low-income, and foster youth pupils. These funds shall also be utilized to provide teacher training in GLAD and SDAIE instructional strategies, as well as targeted professional development in English language arts and mathematics.

Title III, Part A funds shall be utilized in this goal to purchase supplemental digital software to support reclassification. Additionally, Title III, Part A will be used to fund Emergent Bilingual Summer School, which is aimed at accelerating students' language acquisition as well as academic achievement.

Title III Immigrant funds will be used towards the procurement of supplemental curriculum and digital software to support newcomer emergent bilingual students at SMUSD. These funds will also support digital tablet devices provided to immigrant students for use in support of access to academic content.

Title IV funds will expand and support the district VAPA plan, social emotional learning opportunities and supports, opportunities for middle school students to attend CTE classes, and providing professional development and coaching for staff pertaining to effective and meaningful technology integration.

SMUSD LCAP Goal 2—All SMUSD classrooms and campuses are welcoming places where every student feels seen, heard, and valued.

In order for students to grow in the competencies of SMUSD's Portrait of a Graduate and to be able to engage in deeper learning, students must be connected to their campuses and classrooms and to adults and peers on campus. Research regarding how people learn as well as cognitive science is clear on both the social aspects of learning and the import of connection and belonging in academic environments.

Title I funds will provide support, both material and interpersonal, to students experiencing homelessness, as identified under the McKinney-Vento Act. These supports are intended to remove barriers for students experiencing homelessness in order for them to have full access to core content, instruction, and services.

Title II funds will also support Goal 2 through funding training and professional development opportunities in social-emotional learning, student engagement, and school safety.

Title IV funds will be used to support healthy activities for students throughout the district.

SMUSD LCAP Goal 3- All SMUSD teachers, support staff and administrators feel valued and supported by hiring, onboarding, evaluating, professional learning, and training practices that enable them to create Future Ready learning environments.

In order for each and every student to engage and grow in the competencies of SMUSD's Portrait of a Graduate and deeper learning milestones within the Strategic Promise, a shift in classroom learning experiences is required. Teachers must not only know the state standards but must create environments in which the standards are embedded in relevant and responsive instructional programs.

To support these efforts, Title II funds shall be used to provide professional learning that is socially, culturally, and behaviorally responsive and supports creating and maintaining Future Ready Learning Environments. Title II funds will also be used to implement practices to ensure certificated employees are capable of creating learning environments that are conducive to student academic success in meeting core state standards and District priorities.

SMUSD LCAP Goal 4 - All SMUSD systems are designed to support the successful development of Future Ready students, educators, and learning environments.

In order to ensure students are able to grow in the competencies of the Portrait of a Graduate, engage in deeper learning, and become Future Ready, all aspects of the systems must be engaged to support students. A key part of this system is the education and partnering with parents/guardians and the community to meet the academic and comprehensive wellness needs of our students.

Title I funding has been allocated to support this focus on community outreach and support in the form of parental and family training and support under the Special Programs department. This includes McKinney-Vento resources and

outreach to parents to support academics, as well as training to help parents/guardians respond to the social-emotional needs of their students and ensuring that parents/guardians and the community are receiving all information in a timely, understandable manner in their native language.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 (<i>as applicable</i>)

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 (<i>as applicable</i>)

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 (<i>as applicable</i>)

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 <i>(as applicable)</i>

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

All educators within San Marcos Unified School District are required to hold appropriate and valid credentials aligned to the subject areas in which they teach as a condition of employment. Principals participate in teacher hiring processes, including screening applications and interviews. Principals select teachers from the district hiring pool for their sites, with the understanding that different sites may have unique needs. Staff lists will be reviewed annually to ensure there are no discernible disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. Should discrepancies be determined in these areas, the Human Resources Department will initiate a process to rectify the situation, working collaboratively with the site principals affected and San Marcos Educators' Association (SMEA). Teachers may be transferred to different sites per Board Policy, Article XV: Transfers. The primary criteria for transfers are the welfare of students.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The SMUSD parent and family engagement policy has been jointly developed with educational partner input and is approved by our School Site Councils, ELAC, and DELAC committees. The policy is revisited annually and revised in accordance with ESSA requirements. Each school site receiving Title I funds jointly develops its own parent and family engagement policy and parent compact, in accordance with ESSA requirements, and with the input from the School Site Council and ELAC. The LEA and site parent and family engagement policies and compacts are posted on the site and LEA websites, following guidelines for ADA compliance. Annual Title 1 school meetings are held at each of the Title 1 School Sites in which the parent and family engagement policy is reviewed, in both English and Spanish. Interpretation of these documents in other languages, as well as sign language, is provided upon request, at no cost to families. The district and school sites will continue to provide specialized accommodations and opportunities for input, through written (surveys), verbal (phone calls), digital (email/Google surveys), for individuals who cannot access site-based opportunities, either virtually or face-to-face. Other accommodations will be made upon request, on an individualized case-by-case basis.

The San Marcos Unified School District also provides assistance to parents in understanding state and local assessments and standards through parent and family education workshops at both the district and site level. This topic will be addressed through such avenues as parent education multimedia training, workshops addressing college and career readiness, DELAC/ELAC presentations (open to the public), School Site Council presentations (open to the public), and LCAP strategic planning days, in which parent representatives from all sites are participants. Translation and interpretation services in non-English languages, as well as sign language, will be provided at no cost to families upon request. Translation and interpretation needs are determined prior to workshops through a link on the online registration page. Schools also support parents in understanding individual student achievement through parent-teacher conferences for all elementary students, and additional conferences upon request. Translation and interpretation services, as well as sign language, will be provided for parents at any parent-teacher conferences upon request, at no cost to families. High school counselors will hold ongoing virtual family workshops on A-G graduation requirements and recommended courses of study for college readiness.

The Special Programs department will continue to work with principals, through scheduled principal cohort meetings, on matters pertaining to SPSA development, School Site Council and ELAC legal requirements, and the role of parents in making critical decisions pertaining to use of school funds and school program/service development and evaluation. Moreover, the Director of Special Programs will review and monitor and approve parent and family engagement policies, annual Title I parent meeting agendas, and ongoing family engagement events to ensure ESSA compliance. Staff training pertaining to family and engagement requirements, and the importance of forming and maintaining positive and productive relationships with family will be conducted at the site level, through ongoing staff meetings with professional development embedded.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In SMUSD, all school sites develop School Plans for Student Achievement in collaboration with key stakeholders, developing specific and measurable goals around student learning/academic performance, with specific objectives around performance data for students with learning disabilities, English Learners, and homeless/foster youth. Instructional schedules across SMUSD Title I One Schoolwide Program sites include resources and consideration for small group/individual instruction, intervention blocks, and designated ELD. Additionally, each school site develops annual goals around Multi-Tiered Systems of Support, specifying the tiered interventions available for academic, behavioral, social-emotional, and college and career readiness support based upon the available resources and unique context of the school. Sites, within the context of their School Plans for Student Achievement (SPSAs), may opt to offer additional before- or after-school learning opportunities (tutoring) for students identified as evidencing the greatest need. Individual students and subgroups, such as English Learners, Foster Youth, and Low-Income students, are prioritized for services and support.

The SMUSD District Administration meets a minimum of three times a year with site principals to review the specific goals, actions, and expenditures to support high-needs students. The expectation is all students within SMUSD will make at least one year of academic growth each school year.

The district will continue to offer extended school year (summer school) learning opportunities for qualifying special education students, Emergent Bilingual students, and High School students in need of credit recovery, using evidence-based curriculum.

Foster youth and students experiencing homelessness will also be given priority for extended instruction via tutoring through the Extended School Services (ESS) programs, located at 10 school sites throughout the district. The district will continue to address equity gaps for Low-Income, Homeless, and Foster Youth through ongoing implementation of needs assessments, development of goals based on identified needs, and by providing social services, wellness strategies, and social, emotional, and academic supports.

SMUSD continues to employ school social workers that are able to provide small group or individual counseling, check-in with students and families, and arrange for resources for students evidencing a need. The social workers also provide training for staff in areas such as restorative justice, community building, trauma-informed care, and youth mental health. SMUSD will continue to collaborate with community agencies in order to better understand and support students and to supplement and elevate services offered within schools.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

San Marcos Unified School District employs a full-time Foster Youth and Homeless Youth Coordinator who works with each site's dedicated McKinney-Vento liaison to determine the specific needs of each Homeless Youth enrolled at the site. Examples of services provided to Homeless Youth include funding for transportation to/from school, provision of clothing, shoes, and self-care items, and ensuring students have access to nutritious food.

The Foster Youth and Homeless Youth Coordinator work with site teams to monitor the enrollment and attendance of homeless youth and will make personal contact with families should attendance issues arise to offer direct support in this area. The Director of Student Services, as well as the Foster Youth and Homeless Youth Coordinator, in partnership with the site community and foster/homeless liaisons, shall monitor Homeless and Foster Youth by identifying data in attendance, behavior supports, and academic performance. Data analysis will facilitate early interventions and support services for students as the district meets their individual needs.

The district will ensure leaders, counselors, and educators are equipped with tools and resources to understand law protections for homeless and foster youth in order to inform school site practices.

Collaboration with families will continue in order to identify and remove any barriers to instructional access and/or learning. Counselors and other service providers will continue to connect with families and will ensure students receive timely and effective interventions at the earliest point.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The SMUSD LCAP delineates actions to develop and maintain partnerships with local community colleges and other institutions to extend and expand dual and concurrent enrollment opportunities, including access to CTE courses. SMUSD offers transportation to community colleges for School Wide Program (SWP) sites in order for high school students to have access to courses offered. The SMUSD LCAP also specifies the development of services to expand student job shadowing and internship opportunities with local professionals. Family workshops will educate students about CTE courses and options, as well as A-G requirements and college and career pathways.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Each school site in the district receives a per-student allocation of GATE funds to provide enrichment and extension services and activities for identified students in the upper elementary grades. These activities are approved by the Director of Elementary and Secondary Education. Services at the sites are coordinated by the site GATE coordinator.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The San Marcos Unified School District supports professional growth throughout all phases of teacher, administrator, and classified personnel careers. Professional development for educators is a continued priority for San Marcos Unified. Ongoing training is interwoven into all four San Marcos Unified LCAP goals, with actions that are aimed at fostering high-quality teaching and leadership through targeted, relevant, job-embedded professional development activities. Such training and professional development shall focus on the competencies of the SMUSD Portrait of a Graduate and Strategic Plan goals. Additionally, SMUSD training and professional development will also include Essential Elements of Instruction, National Institute for School Leadership, as well as a focus on equity and social-emotional learning.

In designing relevant professional learning for staff, San Marcos Unified prioritizes the inclusion of evidence-based, effective characteristics, including customization, long-term follow-up, specific, clear outcomes, adaptability to specific contexts, and extended feedback and support. Title II funds will also support the provision of site-based, job-embedded professional development on the topic of equity and culturally responsive teaching practices. A continued goal of the district will be the building of leadership capacity in a coherent, cohesive network across all schools. SMUSD will continue to provide Executive Leadership Development through the National Institute for School Leadership (NISL) program to principals, assistant principals, district directors, and teacher leaders over the course of the coming year. Implementation and effectiveness of the program will be determined through principal goal meetings, site walkthroughs, and administrator evaluations based on the principles taught through NISL regarding instructional leadership.

The allocation of Title II funds for professional development is determined through an analysis of qualitative and quantitative data during a comprehensive needs assessment process. This process is conducted through the gathering of feedback from a variety of educational partners. The district will continually assess areas of staff interest and need, engage in the comprehensive needs assessment process, and design targeted and specific professional development opportunities to address these needs, complete with implementation plans and program evaluations to gauge effectiveness and make refinements for coming years, engaging in a cycle of continuous improvement grounded in improvement science principles.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

In 2025, no San Marcos Unified schools qualified for Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) designation. Three schools qualified for Targeted Support and Improvement (TSI) for Chronic Absenteeism: La Mirada Academy (White students), San Elijo Elementary School (English Learners), and Woodland Park Middle School (Students with Disabilities). As such, the district has prioritized training to support areas of need for these schools and student groups. This includes professional development and social-emotional learning to address suspension rates and chronic absenteeism, PBIS and enrichment materials and supplies, and support staff such as social workers and counselors.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Each school that qualifies for Targeted Support and Improvement (TSI) will receive ongoing consultation and support through San Marcos Unified School District's Educational Services Division as part of their improvement efforts. This support includes assistance with the development and implementation of the School Plan for Student Achievement (SPSA), including the establishment of goals and objectives aligned with school improvement priorities. The principals from each site meet regularly with the Deputy Superintendent and Executive Director of Leadership and Learning to review progress, monitor implementation, and support continuous improvement efforts.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The development of English language proficiency for all students, particularly our Emergent Bilingual students, is a continued priority in the SMUSD LCAP. The district employs a full-time English Learner Director whose role is to support school teams in improving outcomes for Emergent Bilingual students. The Director of ELD provides training and monitors implementation of district policies and practices outlined in the San Marcos Unified Master Plan, including student progress monitoring, supplemental program development and evaluation, student identification and assessment, reclassification and implementation of specific goals and actions identified through the English Learner Improvement Collaborative improvement plans. The Director of ELD also supports ELAC and DELAC and provides training for parents with the purpose of improving outcomes for English Learner students.

Primary training in English Language Development and support for Emergent Bilingual students focuses on Specially Designed Academic Instruction in English (SDAIE) and Guided Language Acquisition Design (GLAD) strategies. SDAIE is an instructional approach aimed at teaching academic content to Emergent Bilingual learners while simultaneously developing their English language proficiency. It incorporates strategies such as setting clear content and language objectives, using scaffolding techniques such as visual aids and hands-on activities, contextualizing learning with real-life connections, encouraging interactive participation, promoting higher-order thinking skills, and differentiating instruction to meet diverse language proficiency levels and learning styles. This approach helps ensure that Emergent Bilingual students can access academic content while advancing their English language skills.

GLAD is a professional development program that equips teachers with research-based strategies to enhance language acquisition and literacy among Emergent Bilingual students. The program emphasizes the integration of content and language instruction through engaging and interactive activities. Key components of GLAD include focusing and motivating students, providing comprehensible input with visuals and clear explanations, facilitating guided oral practice through collaborative discussions, and integrating purposeful reading and writing activities. Additionally, GLAD fosters a supportive classroom environment and teaches metacognitive strategies to help students become independent learners.

The work of the Director of ELD is supported by a full-time bilingual testing assistant who provides daily access to schools by administering ELPAC and local assessments, creating learner profiles, coordinating with previous or future schools of attendance to ensure accurate reporting of language levels, and meeting with parents to explain assessment procedures and results. During ELPAC testing season, the team is further supported by a highly trained group of substitute teachers who administer small-group and one-on-one testing services for EL students. The district-level English Learner Resource Team is also supported by a dedicated data clerk who ensures that EL student records and language proficiency levels are accurately maintained in CALPADS and Synergy.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title III Immigrant funds are allocated to school sites based on the Average Daily Attendance (ADA) of identified immigrant students. These funds are used to purchase culturally and linguistically appropriate library materials in students' home languages, increasing access to literacy resources and supporting language development, family engagement, and academic success for immigrant students. By providing books that reflect students' languages and experiences, the district helps foster a more inclusive learning environment and promotes equitable access to educational resources.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The San Marcos Unified School District will continue to offer additional instructional opportunities for selected Emergent Bilingual students in grades 1–7 through a summer academy. Students are identified based on multiple measures, including district benchmark assessment data, the number of Emergent Bilingual students enrolled at a school site, and free/reduced-price meal eligibility. Students will receive three hours per day of targeted instruction from credentialed San Marcos teachers using evidence-based supplemental curriculum aligned to the core standards. Instruction will focus on improving skills in reading, speaking, listening, and writing.

Teachers will monitor student progress using formative and summative assessments, and a program evaluation will be conducted at the conclusion of the summer program to measure effectiveness and impact. Title III funds will also support the purchase of Spanish language arts curriculum for use within the Twin Oaks Elementary Dual Immersion Program.

Additionally, English Learner students may access Rosetta Stone software upon teacher referral to support English language acquisition. Student progress will be monitored through Rosetta Stone usage and performance reports.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State’s English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State’s long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The use of federal Title III funds will primarily support the district’s Emergent Bilingual Summer Academy. Students will be identified for participation based on multiple measures, including benchmark assessment data, English language proficiency levels, and demonstrated need for additional support in reading and writing. The program is designed to accelerate English language acquisition and academic achievement through targeted instruction aligned to state standards.

The supplemental program will support students in meeting reclassification criteria by providing focused instruction in English language development and literacy. Students will receive instruction from credentialed teachers using evidence-based curriculum and instructional strategies. Program effectiveness will be evaluated through student progress monitoring, assessment results, and site-level program evaluations.

All SMUSD school sites are responsible for increasing English language acquisition and academic achievement for English Learners through targeted goals included in their School Plans for Student Achievement (SPSAs). Site principals are responsible for monitoring English Learner outcomes and ensuring that appropriate supports and interventions are implemented. District leadership will review goals and progress with site administrators throughout the year and conduct regular classroom visits and observations of designated and integrated English Language Development instruction. School sites will monitor student progress through local benchmark assessments, classroom performance data, and language proficiency measures. Students not demonstrating adequate progress will be identified for additional support and intervention. Sites will also monitor progress toward reclassification and document interventions and supports through district progress-monitoring processes.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Goals and actions related to Title IV funds are based on educational partner input and district needs identified through the LCAP development process. A comprehensive needs assessment is conducted using relevant data, and educational partners, including students, parents, certificated staff, classified staff, management staff, and community members, are provided opportunities for feedback and input.

The district will use Title IV funds to support activities authorized under Sections 4107 and 4108 of ESSA. Funds will support access to a well-rounded education through partnerships with community organizations and expanded learning opportunities. Middle school students will have opportunities to explore career pathways and participate in career awareness activities through the district's CTE programs. High school CTE instructors will also provide enrichment opportunities and career-related learning experiences for middle school students in areas such as culinary arts, digital media, engineering, and legal studies.

Title IV funds will also support activities that promote safe and healthy students, including programs and services designed to improve school climate and student well-being. The district will continue to assess school safety needs and implement improvements based on site evaluations and identified priorities. Additionally, Title IV funds will be used to strengthen the effective use of technology to support academic achievement and digital literacy for all students. Funds will support technology lead teachers at school sites who provide job-embedded coaching, professional learning, and technical support to enhance instruction and student learning in classroom, hybrid, and digital learning environments.