

2019
SMUSD
LCAP Federal
Addendum

Instructions, Strategy, and Alignment

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.

Provide response:

The San Marino Unified School District's (SMUSD) uses federal funds to strategically supplement and enhance our District's LCAP goals, actions and services. The SMUSD is committed to ensuring that all students experience academic progress and success by equipping them with the 21st Century learning skills that are needed to ensure that all students graduate, college and career-ready (LCAP Goal 2). In addition, the SMUSD will provide all students the programs, staff, tools, and skills needed to meet their social and emotional needs to ensure continuous growth and improvement (LCAP Goal 3). Our over-arching strategy for using federal funds to supplement and enhance local priorities or initiatives is the following: (1) to direct funding to school sites in order to more effectively meet the needs of students who are identified "At-Risk" (Title I); (2) to provide teachers with the training needed to implement the California Common Core State Standards and the California Next Generation Science Standards (Title II); (3) to provide English learner instructional support (Title III); and (4) to provide school sites the access to the technology needed to prepare students for the 21st century (Title IV). The rationale for this strategy is reflected in our LCAP focus on increasing student achievement in academics and improving students' experience in arts and athletics. Whenever possible, SMUSD consistently places -- at the highest level -- the need for funding services and supports as close to the school level as possible. These federal funded services and supports are continuously monitored and evaluated by staff and various stakeholders groups (e.g., School Site Councils, District English Learner Advisory Committee (DELAC), English Learner Advisory Committees (ELAC), LCAP Stakeholder Committee) to determine effectiveness and future educational practice.

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.

Provide response:

The San Marino Unified School District's LCAP is a single plan that guides the use of all funds available to the District -- including LCFF, federal Title I, Title II, Title III, and Title IV funds, and other funds available to the District. In addition, each school site is required to have a Single Plan for Student Achievement that is closely aligned with the District's LCAP goals. Ongoing analysis of data and LCAP metrics help to identify targeted areas in need of supplemental support. All school sites expenditures of federal funds are approved by their School Site Council (SSC) and finally approved by the District's Governing Board of Education to ensure that federal sources are not duplicative and support common outcomes.

Title I, Part A

Parent and Family Engagement

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

Address the ESSA provision:

N/A. SMUSD has no schools identified for Comprehensive Support and Improvement (CSI) and/or Targeted Support and Improvement (TSI). If this were to happen, District leadership and school principals would partner with their School Site Councils (SSC) and conduct a needs assessment to identify specific areas of weakness. After extensive review of achievement data, an improvement plan would be developed and implemented.

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

Address the ESSA provision:

The San Marino Unified School District values parent engagement and active involvement in decision making at all levels. The School Parental Involvement Policy (Title I) was developed in partnership with School Site Councils and approved by the Governing Board of Education. The Parent Involvement Policy is distributed annually to all parents as part of our Annual Notice to Parents at the beginning of each new school year. On a continual basis, the District invites parents to participate in school and district-led learning opportunities to enhance their understanding of State academic standards, State and local academic assessments, college and career information, and how to partner with the school to improve their child's achievement. These activities to build strong parental involvement include: Parent Orientation meetings; electronic newsletters (in English and Mandarin); District App and social media; Back to School Nights, Open House; Parent-Teacher Conferences; Parent Education Nights; LCAP Stakeholder Committee meetings; Parent Advisory Committee (PAC); DELAC; ELAC; Powerschool (a web based portal for parents to access how well their children are doing in class and how their school plans to improve student outcomes); PTA meetings; Academic Advisory Committee meetings; School Site Council meetings and School Board meetings. In addition, Constant Contact messages (emails) are sent out to encourage transparent communication amongst school and community members. Finally, the District provides a Community Liaison Officer to increase outreach to all families in the community. The Community Liaison Officer provides translation/interpretation services to improve meaningful communication with parents and the community.

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.

Address the ESSA provision:

The SMUSD does not have any students identified as neglected and delinquent in the community.

The SMUSD does not qualify for Title I Schoolwide Programs; however, one school (San Marino High School) does participate in the Title I Targeted Assistance school program. San Marino High School staff in collaboration with parents represented on the School Site Council (SSC), developed a plan to provide disadvantaged students additional counseling support to evaluate credit recovery and provide more opportunities to recover credits for graduation. In addition, Title I eligible students are provided additional support to qualify for A-G course requirements for University of California (UC) admittance. The School Site Council (SSC) is responsible for the development, annual review, and update of this plan as contained in the School Plan for Student Achievement. The District requires the content of the SPSA to be aligned with LCAP goals for improving student achievement and to indicate how Title I funds will be spent.

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.

Address the ESSA provision:

Students are identified by counselors through an initial review of their student records. Students are eligible for Title I services if they have been identified by the school as: (1) not meeting standards of state assessments; (2) poor academic performance in their prior year; (3) current unsatisfactory grades in their present courses; and (4) poor attendance. In addition, counselors elicit feedback and input from staff and parents to identify “At-Risk” students.

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.).

Address the ESSA provision:

For the 2018-2019 school year, the San Marino Unified School District did not have any students designated as homeless at San Marino High School. If a student is identified as homeless, a District administrator is assigned to support the student(s) and their families with Title I services. These services can include, providing breakfast and lunch, transportation, school supplies and clothing,

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.

Address the ESSA provision:

N/A

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:

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

Address the ESSA provision:

SMUSD provides several opportunities to assist students with transitioning to and from high school. For example, the middle school provides a student orientation day at the end of their fifth-grade year to support elementary school students with transitioning to middle school. Students attend an assembly to hear about the school and what will be expected of them. They tour the school with sixth grade teachers and become familiar with the campus. Furthermore, students are introduced to the principal, assistant principal and counselor and learn about the numerous opportunities to connect to the school. In addition, prior to the beginning of the new school year, students are invited to a new student orientation breakfast to hear about the school again and receive their class schedules. For parents, an evening orientation is conducted to describe the academic program and provide best practices to assist students during the transition to middle school.

The high school also provides an orientation day where the 8th grade students tour the school and hear from school administrators about the academic, athletic, and fine arts programs that are offered. In addition, the high school holds parent education nights to inform parents about the curriculum, school policies, extracurricular activities and the college admissions process. The high school has six school counselors who meet with students and families to discuss class schedules, graduation requirements, and college and career planning. Also, the counselors introduce students to Naviance (a college and career planning software tool) to help students get started on planning their future. The counselors meet with students on an “on-going” basis to help identify student interest and services, as well as supporting them in applying to colleges/universities of their choice. The counselors also collaborate with local colleges, universities, and apprenticeship programs to provide students with opportunities to meet representatives and consider their post-secondary options.

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:

1. assist schools in identifying and serving gifted and talented students; and
2. assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Address the ESSA provision:

N/A

Title I, Part A, Educator Equity

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions identified on this page do not align with state priorities. Each provision identified on this page must be addressed, unless the provision is not applicable to the LEA. If the provision is not applicable to the LEA, respond with "N/A".

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, CDE 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.

To address these provisions, provide a narrative addressing each provision in the appropriate field below:

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.

Address the ESSA provision:

The District's Human Resource Department is responsible for hiring teachers and monitoring any disparities that would result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. For 2018-19, all teachers in the San Marino Unified School District are highly qualified and are teaching in their credentialed subject area. The District has one Title I Targeted Assistance school and all teachers on staff are fully credentialed and appropriately assigned. Therefore, no low-income or minority students are being taught at higher rates than other students by low qualified, ineffective, or inexperienced teachers. If the District determined that a disproportionate number of teachers were not appropriately credentialed for their teaching assignment, they would be enrolled in a credentialing program as well as the Beginning Teacher Support and Assessment (BTSA) Program for new teacher induction. Those teachers not properly assigned would be reassigned or would be placed on an Education Code Authorization for the school year.

Title II, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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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.

Address the ESSA provision:

Professional growth and improvement for teachers, principals and other school leaders in the San Marino Unified School District is a vision for learning that is collaborative, continuous, embedded in daily practice and focused on student achievement as described in our Local Control Accountability Plan (LCAP). The scope of professional growth and improvement in SMUSD is not limited to attending a workshop or participating in a seminar with a visiting expert. Professional development is an ongoing process that involves sustainable improvement in student learning and instructional practices. This requires evaluation of student performance (using data from CAASPP, ELPAC, student grades, graduation rates, and benchmark assessments) and teacher self-assessment, identifying possible courses of action, testing new approaches, and assessing results. Teachers are encouraged to attend seminars and conferences offered by the Los Angeles County Office of Education and other agencies when applicable. However, to the greatest extent possible, professional growth efforts are school-site based and conducted at various times throughout the school year by teachers (Department Chairs, Grade Level Coordinators) and site/district administrators. However, it is recognized that consistency in curriculum and instruction across the district is crucial for ensuring the academic success of all students. To this end, the Executive Director of Curriculum and Instruction and school principals work together to develop a comprehensive professional growth and improvement plan for all staff. Teachers and administrators have the opportunity to provide meaningful feedback with on-line evaluations of professional growth activities.

Moreover, SMUSD supports induction for teachers by participating in the San Gabriel Valley Consortium Beginning Teacher Support and Assessment Program (BTSA). The BTSA program is research based and designed especially for newly credentialed teachers and has become an important component of the District's professional growth and improvement

program. The San Gabriel Valley Consortium (SGVC) serves General Education and Education Specialist Induction Candidates in six partner districts and local private school(s). Administrative leaders and teacher leaders provide active guidance in reflective practices for beginning teachers. The SGVC ensures an effective transition into the teaching profession for first- and second-year teachers and enables them to be effective in teaching students who are culturally, linguistically, and academically diverse.

Finally, school principals are the curriculum and instructional leaders of their sites and are expected to monitor instruction through classroom observations and support the implementation of best practices as evidenced by research. Principals attend District Leadership Meetings and Principal Meetings conducted by the superintendent and staff to collaborate and build capacity to be better educational leaders. Furthermore, all administrators are encouraged to attend conferences to increase their knowledge of innovative practices and pedagogy when applicable.

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).

Address the ESSA provision:

N/A No school sites in the San Marino Unified School District are implementing CSI or TSI activities.

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.

Address the ESSA provision:

The San Marino Unified School District's growth and improvement program is designed to build skills and capacities for improvement that is based on the continuous analyses of multiple sources of data. We utilize data from student assessment results (e.g., CAASPP, ELPAC, California School Dashboard), staff survey feedback (including teachers, principals and classified staff), student and parent school climate surveys, and stakeholder meeting input to evaluate its professional development program on an annual basis. Meaningful consultation occurs during the LCAP Stakeholder Committee meetings. The Executive Director of Curriculum and Instruction and/or principals facilitate the stakeholder meetings with teachers, parents, students, community members and classified staff. Disaggregated data is analyzed to guide the allocation of Title II activities along with other District programs and resources. Outcomes of new initiatives and actions are also reviewed through this LCAP process and consultation within this group often leads to new areas of focus for professional development. Other meaningful consultations occur during School Site Council meetings, District English Learner Advisory Committee meetings, site English Learner Advisory Committee meetings, site staff meetings, classified negotiation meetings, teacher negotiation meetings and Academic Advisory Committee meetings.

Title III, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

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.

Address the ESSA provision:

The San Marino Unified School District provides ongoing professional development in support of English Language Learners and the implementation of EL programs. District-wide professional development in English-language arts, math, and other curricular areas is designed to address the individual needs of all students including English learners. The District has provided specific trainings and workshops for EL teachers in instructional strategies to support EL students in the following ways: (1) to utilize ELD/ELA standards for planning instruction; (2) to implement the District-adopted core curriculum for designated ELD/ELA; (3) to use English Language Proficiency Assessments for California (ELPAC) results to improve instruction; (4) to use California Benchmark results for English Learner Progress to target instruction; and (5) to continue to utilize effective SDAIE strategies to teach English learners as evidenced by classroom observations by site administrators.

In addition, the District's part-time EL Coordinator provides and/or supports staff development opportunities for teachers and administrators by coordinating release time in order for them to attend ELD/ELA research-based trainings. The District provides all teachers up to four days individually determined and approved by site administration for professional development. Furthermore, the District also provides two full days of professional development and two half days of professional development to acquire, implement, and assess improved practices. At the District level, the Executive Director of Curriculum and Instruction provides principals ongoing English Learner topics to increase their knowledge and skills in meeting the specific needs of English Learners and teachers.

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.

Address the ESSA provision:

The San Marino Unified School District uses Title III funds to provide additional and enhanced instructional opportunities for immigrant students through the hiring of a Community Liaison Officer (fluent in Mandarin) who assists our Chinese parents and families to become active participants in the education of their children. Over fifty percent of our immigrant students are Chinese and the Community Liaison Officer supports these students and families to ease the transition to a new place. The Community Liaison Officer has been a major participant in the following activities: new student registration; English Language Development Parent Seminar, New Chinese Family Orientation, ongoing translation services at ELAC, DELAC and other District sponsored meetings and events.

The District has a small number of immigrant students who are also English learners. Supplemental services provided to these students are the same as those provided to EL students: after-school tutoring, intervention during the school day, counseling, and summer programs.

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.

Address the ESSA provision:

In the San Marino Unified School District approximately 10% of our students are English Language Learners (311 students). English Language Proficiency Assessments for California indicate the following percentage levels: Level 1 – Beginning Stage 9%; Level 2 – Somewhat Developed 8%; Level 3 – Moderately Developed 18.6%; and Level 4 – Well-developed 64.3%.

State-adopted ELD/ELA curriculum is used for designated ELD at both the elementary and secondary levels. ELD instruction is supplemented with computer-based, adaptive language software programs (Read 180) to provide additional targeted individualized practice. At the elementary level (K-8), credentialed EL specialists and EL instructional aides provide students both designated and integrated ELD instruction. Title III allocations help fund the use of EL aides. The ELD program is designed to support and complement the EL student's regular English-language arts core content instructional program. Research-based best practices form the basis for these intervention programs, which include: small group instruction and clear academic focus.

At the secondary level, English learner students access core content subjects through SDAIE instruction and designated EL classes. At the middle school and high school, ELD is provided by credentialed EL specialists and EL instructional aides. Title III allocations also help fund the use of EL aides. Core content instruction is based on state grade level standards and teachers utilize appropriate strategies to ensure comprehensibility of instruction for English learner students. English learner students who have been assessed with the State language assessments (ELPAC and SBAC) and found to have reasonable levels of fluency in English

are mainstreamed into regular classes or courses. EL students can access summer school courses to enhance their proficiency.

Title III funding also provides all sites a part-time District EL Coordinator who organizes all site English Language Advisory Committee (ELAC) meetings, the District English Language Advisory Committee (DELAC) meetings, and the administration of all Initial and Summative English Language Proficiency Assessments for California. The parent stakeholder group of the DELAC reviews and recommends Title III expenditures.

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:

1. 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
2. meeting the challenging State academic standards.

Address the ESSA provision:

All teachers in the San Marino Unified School District are Cross-cultural, Language and Academic Development (CLAD) credentialed. The District provides each school site an individual teacher to deliver designated English learner instruction and a full-time EL instructional aide to support students in both designated and integrated English learning. At the beginning of each school year, professional learning time is set-aside for teachers and EL specialists to analyze student data (ELPAC, CAASPP, California School Dashboard) for the students they are teaching. Teachers identify who their English Learners are and devise classroom strategies and interventions for English learners. All English learners in the District participate in core grade level curriculum through course offerings and differentiation strategies to support access to the curriculum and academic language to meet the challenging State academic standards. Teachers and the site's EL specialist meet regularly to track EL student progress and make necessary adjustments as needed in the levels of instruction.

At the district level, the EL Coordinator monitors English learner student progress annually. The District's expectation is that all EL students will show at least one level of growth from the previous school year. For those EL students who do not show growth, the EL Coordinator helps sites to identify those students and collaboratively devise an individual learning plan tailored to EL student needs. At the middle school level, students who are at level one or two (based on ELPAC English Learner Progress results) are assigned double blocks of English language development. To ensure that sites are monitoring EL progress, the Executive Director of Curriculum and Instruction reviews with site principals EL progress and reclassification data. This review process provides school sites with information as to which students are potential LTELs and require modifications in instruction, materials used, and other interventions that might be needed. Regular classroom observations by the principal are done to monitor the overall implementation of the ELD program. Overall English Learner progress is reported to the Governing Board through the LCAP annual update.

Title IV, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

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:

1. 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;
2. if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
3. if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
4. if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
5. 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.

Address the ESSA provision:

The San Marino Unified School District received \$14,004 through Title IV allocations. Input from staff surveys, parent surveys and school principals have indicated a continuous need to upgrade our technology infrastructure. Therefore, the SMUSD committed Title IV funds to upgrading wifi access points at all school sites. This will enable our students to access technology by providing them the 21st-century skills needed to be college and career ready.