**LCAP Federal Addendum**

**San Marcos Unified (37737910000000)**

**Approved by SMUSD Governing Board July 2019**

**Approved by California Department of Education October 2019**

**Strategy**

San Marcos Unified School District strives to provide an unparalleled educational experience for all learners, emphasizing equity and access to a rigorous instructional program designed to ensure all students are well-prepared to pursue the college or career of their choosing. SMUSD performance data, as summarized by the California State Dashboard Equity Report (2018), indicates strong performance in the areas of district suspension rates (green), and English Language Arts (green, 65% proficient). The district priorities for 2019-2020, based on evidence included in the Dashboard report, include a mathematics refocus in order to raise the current overall achievement level (yellow, 51% proficient), and to narrow the achievement gap in ELA and mathematics for students identified as English learners, socioeconomically disadvantaged, and from Hispanic and African American subgroups (currently performing in the low /orange range). Additionally, SMUSD will strive to develop systems to reduce the number of student absences, as current data indicates a 7.3% chronic absenteeism rate (orange range). This year’s LCAP will continue to focus on developing, implementing, and monitoring an articulated, rigorous core instructional program based on Common Core State Standards; strengthening the English Language Development (ELD) program through meaningful integration of guaranteed and viable curriculum across all grade levels; continuing support and targeted interventions for students needing academic and or emotional support; and broadening resources, programs, and partnerships to engage high school students in exploring a variety of post high school options.

Federal funds will be used to support students in schools with higher percentages of families identified as socioeconomically disadvantaged, through addition of supplemental staff and instructional programs to address the academic, behavior, and emotional needs of this population of children. Federal funds will also be allocated to strengthen the skill sets and expand the knowledge bases of our teaching staff, ensuring that every educator within the district is current in best practices to address student needs and meet state performance expectations across content areas. The 2019-2020 focus in this area will be on strengthening "Tier One Best Practices," with an emphasis on differentiation strategies, in order to boost overall academic achievement of all student groups, and to reduce the number of referrals to special education and more restrictive academic systems of support. In 2019-2020 cohesive professional development K-12 will emphasize bringing integrated and designated ELD to life, in order to improvement engagement and performance of our English Learners. Increasing the capacity of site administrators and teacher leaders through participation in the National Institute for School Leadership, Executive Development Program, will remain a priority for professional development. Federal funds will also be directed towards narrowing the achievement gap for English Learner students, through continuation of extended day/ school year programs for students not sufficiently advancing in English proficiency or mastery of core academic standards. A portion of federal funds shall be designated to provide essential care items, transportation. and services for students identified as homeless or foster youth. Finally, federal funding will provide families within San Marcos Unified School District access to meaningful and relevant parent and family education, including workshops, digital video libraries, and podcasts, designed in response to parent needs communicated via annual survey, to strengthen the connection and collaboration between home and school in an effort to increase engagement, raise awareness about the importance of school attendance, and improve student achievement.

**Alignment**

SMUSD will consistently align activities supported by federal funds with district priorities driven by LCAP goals.  All schools within San Marcos Unified will collaborate with key stakeholder groups to create annual site Single Plans for Student Achievement (SPSA), establishing site goals to align with district LCAP goals. Federal funds will be used in conjunction with state funds, to support and supplement core instructional programs, extend support for students evidencing academic or behavior needs, enhance professional learning to build capacity in teaching, learning, and leadership addressing shared goals and district vision.

At the LEA level, federal funds will support the following LCAP Goals:

Goal 1 will entail preparing students to successfully enter higher education or pursue a viable career path by providing all students equitable opportunities to access coherent, articulated, and engaging instructional programs aligned to rigorous state standards. Title I funds will supplement current actions and increase equity and access for sites designated as School-Wide Programs (40% or higher low SES) through programs such as First Grade Summer Math Camp. Title IV funds will expand and support the district VAPA plan at the secondary level.

Goal 2 will focus on providing a multi-tiered system of supports for students demonstrating an academic and/or behavioral need. Title I funds will expand current systems in place through providing expanded services to homeless youth, purchasing clothing, basic care needs, tutoring support, and providing transportation to/from school and local community colleges to encourage dual and concurrent enrollment for this population. Title III funds will be used to extend the school day and school year for English Learners not making sufficient progress towards reclassification criteria. Programs such as before/after school ELD instruction and EL summer school will strive to narrow the achievement gap for this student group.

Goal 3 will emphasize employing the highest quality staff and providing support throughout their career through structures that facilitate collaboration and relevant professional learning. Title II & LCAP funds will be allocated for the purpose of building professional capacity for teachers and school leaders. PD initiatives for 2019-2020 include a strategic, EL Improvement Collaborative in partnership with the San Diego County Office of Education, in which teachers, instructional coaches, & administrators, K-12 will increase competencies in integration of designated and integrated ELD, engage in EL shadowing and empathy building activities, and participate in facilitated professional learning communities focused on improving the academic performance of English Learners (14% proficient on CAASP-ELA) funded through LCAP. Title II funds will also support building foundational knowledge and application in literacy instruction, emphasizing year-long PD focused on the five blocks of literacy in the context of "Tier One Best Practices," grounded in effective differentiation to effectively meet the needs of all learners. The goal is to increase achievement for all students, while simultaneously reducing referrals to special education or more restrictive academic interventions not aligned to core standards. Title II monies will also support development of leadership capacity through two-year cohorts' participation in the National Institute for School Leadership (NISL) program. Title III funds will also support additional team collaboration time in which ELD and content area teachers at the high school level can engage in joint planning and integration of the CA ELD Framework in lesson design. A portion of Title IV funds will also be allocated to teacher technology PD, emphasizing innovation, inquiry-based learning, and meaningful integration of technology in the classroom.

Goal 4 will focus on strengthening parent involvement in the educational process through purposeful communication, meaningful events, access to digital and online resources for parents and families, informative workshops and multiple means for collaboration, input, and partnerships. Title I funds will be used toward parent workshops geared toward supporting student achievement/college and career readiness, positive parenting, and developing habits of mind  (parent and student sessions in partnership with California State San Marcos) that lead to student success. Title I funds will also be used toward the development of a parent video library and monthly podcasts on topics such as attendance . Title III funds will support parent workshops specifically geared toward our second language learners. Title III Immigrant funds will be used for additional after school hours for our counselors, ELD teachers, and/or social workers to meet with immigrant students and their parents at the secondary level to develop individualized learning plans and help this population navigate the CA. educational system.

Title I, Part A

**Parent and Family Engagement**

San Marcos Unified School District will involve parents and family members in jointly developing a CSI plan at Twin Oaks High School and an ATSI plan at San Marcos Middle School through engagement in the School Plan for Student Achievement (SPSA) process. This process will begin with a comprehensive needs assessment. Twin Oaks High and San Marcos Middle School, as part of their comprehensive needs assessments, will conduct parent and student surveys, as part of stakeholder input. A separate survey will be completed by both sites' English Learner Advisory Committees (ELAC), in order to determine program strengths and weaknesses in regards to English Learner services and supports, as well as parent and family engagement, relative to the EL specific subgroup. Following analysis of the needs assessments, including quantitative and qualitative data, both Twin Oaks High (CSI), and San Marcos Middle School (ATSI) will disaggregate and share the findings with key stakeholder groups, including site leadership teams, School Site Council, PTO, and ELAC. Meetings will be held at both sites for all school community members, clearly identified as ATSI and CSI planning sessions, in the beginning of the 2019-2020 School Year. Translation and interpretation and sign language services will be provided upon request, and alternative opportunities for input (face to face, phone calls, emails/digital surveys, paper responses/surveys) will be advertised and offered for individuals who cannot access school meetings. These findings will serve as the basis for the development of site goals, included within the SPSA and aligned to the district LCAP, based on areas of need. Specific actions will be developed jointly, with the input of Site Council, ELAC, and school staff, to create a roadmap for the sites as to how goals will be met to address targeted improvement areas. Community members may offer input through attendance at stakeholder meetings (advertised as CSI/ATSI planning), or through alternative means described above. The SPSAs will then be drafted, input will be  solicited from parent and family stakeholder groups, adjustments will be made based on stakeholder input, and, finally, School Site Council and ELAC groups at both sites will approve the 2019-2020 School Plans for Student Achievement, which will include specific language pertaining to CSI and ATSI plans and actions. At Twin Oaks High, this plan will include proposed expenditures, using CSI funds, to address the "red" dashboard areas. At San Marcos Middle School, monies from Title I and LCAP, allocated to the site, will support ATSI initiatives to address the dashboard "red" areas, focusing on English Learner and Special Education subgroups. Plans for both sites will be revisited and revised on an ongoing basis, with reporting on progress included as part of School Site Council and ELAC meetings, occurring every 4-6 weeks.

San Marcos Unified School District jointly developed the LEA parent and family engagement policy through stakeholder group input and approval (including School Site Councils, PTOs, and ELAC/DELAC), culminating in a board approved and adopted policy. The policy will be revisited and revised in accordance with ESSA requirements. Each school site receiving Title I funds will jointly develop its own parent and family engagement policy and parent compact, in accordance with ESSA requirements, and with the input of ELAC, SSC, and PTO. The LEA and site parent and family engagement policies and compacts shall be posted on the site and LEA websites, following guidelines for ADA compliance. Paper copies of site policies will be mailed home to families, and reviewed and distributed at annual Title I school meetings, taking place in the first month of the 2019-2020 school year. At Title I school meetings translation will be provided in Spanish. Interpretation in other languages, as well as sign language, will be provided upon request, at no cost to families. All site and district meetings will be held in locations that are wheelchair accessible, with handicapped parking in close proximity, to ensure access for individuals with disabilities. The district and school sites will 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. Other accommodations will be made upon request, on an individualized case-by-case basis. SMUSD will provide assistance to parents in understanding state and local assessments and standards through parent-family education workshops at both the district and site level. This topic will continue to be addressed through such avenues as parent education videos, podcasts, face-to-face 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 included. Translation and interpretation services in non-English languages, as well as sign language, will 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, or on the hard copy flyer.  Schools also support parents in understanding individual student achievement through parent-teacher conferences for all elementary students (in October), 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 family workshops on A-G graduation requirements and recommended courses of study for college readiness. The SMUSD Director of Special Programs 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. Principals will have the opportunity to access a number of resources, including the state Parent and Family Toolkit, through a shared Parent and Family Engagement google drive, which will be updated on a regular basis. The Director of Special Programs shall continue to consult with site administrators receiving Title I funds, as to parent and family engagement priority through allotting 2% of site Title I allocations to parent and family engagement events focused on student achievement, as well as transparency in sharing and developing budgets to target site-based needs in LCAP goal areas. The Director of Special Programs will review and monitor and approve parent and family engagement policies, annual Title I parent meeting agendas, and on-going family engagement events to ensure ESSA compliance. Staff training pertaining to family and engagement requirements, and the importance in forming and maintaining positive and productive relationships with families will be conducted at the site level, through ongoing staff meetings with professional development embedded. All staff within SMUSD will continue to be invited to, and included in, to the greatest extent possible, parent and family district-wide workshops and series. The Director of Special Programs will continue to oversee the SMUSD translation department, ensuring sites have access to high quality translations of any presentations, slides, letters, flyers, or handouts, that go home to parents. Student progress will be shared via Synergy (online system for secondary), as well as in paper format (score reports from CAASP, ELPAC, report cards, progress reports), in order to ensure parents are well-informed about student achievement.

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

SWP: All SWP sites (Richland Elementary, San Marcos Elementary, Knob Hill Elementary, Joli Ann Elementary, La Mirada Academy, Twin Oaks Elementary, San Marcos Middle, Woodland Park Middle, Twin Oaks High will employ school social workers to serve in agency liaison or counseling roles to support students. Social workers will also research and communicate community resources to address student needs. Social workers at all SWP sites listed above provide services for at-risk students and targeted populations as defined by the SMUSD LCAP (Foster Youth, MV, English Language Learners, Socially Economically Disadvantaged) who have been identified as needing social, emotional, and behavioral interventions. Services include: Student behavioral management (individual and classroom), Observation and presentations, as needed, Restorative Practices Consultation and collaboration with School Staff, Clinical Case Management, Parent support, Crisis intervention Resource referral, Attendance interventions, Home visits, as needed, Foster youth liaison and support, Facilitate short term individual or group counseling, as indicated by School Social Worker, with signed parent consent. Additional services provided by social workers across the district include: develop and provide teacher/staff in-service on at-risk student issues, as needed, Trauma informed care and practices, Assist in creating school wide behavioral expectations and interventions, Support PBIS implementation, Facilitate classroom presentations, as necessary, Participate in school based/district/community meetings, including, but not limited to, SART, SARB, SST, 504, IEP as needed, RTI, Parent teacher conferences and meetings. Social workers will also: Attend community resource gathering meetings to receive additional training and continue to strengthen community ties. Schools with higher needs will use Title I funds to hire additional counselors/social workers (La Mirada, San Marcos Elementary). Schools serving individuals residing in foster placement (Twin Oaks High School) shall fund additional hours for school social workers to conduct visits to foster/group homes (Casa de Amparo is the group home in San Marcos Unified) and employ a foster youth liaison to collaborate with agency staff and counselors, in order to develop individualized support plans for students. Support for neglected and delinquent populations is also provided through San Diego County Of Education alternative school programs. TAS: n/a

Strategies implemented to raise student achievement for at-risk youth include adding extended day learning programs before or after school in order for students to receive a double-dose of instruction in core content areas, in addition to adding additional support to the classroom (intervention staff) to assist struggling learners at the elementary level through targeted, evidence-based interventions. A district-wide summer math intervention for kindergartners entering first grade will take place over two weeks, targeting students from Title I sites who did not demonstrate proficiency in kindergarten math standards, to prepare them for first grade expectations. Teachers from Title I elementary SWPs will attend the summer math program, engaging in coaching, modeled lessons, collaborative planning, and professional development activities in response to the needs of the students, with a district math coach leading and facilitating these efforts.  Title One funds will be used for SWP supplemental teacher collaboration time in order to analyze student work, discuss best practices, and review individual student growth and learning targets for students who are not progressing as expected in meeting academic standards. Teaching teams will design re-engagement lessons for students not meeting standards, and will monitor progress on an ongoing basis to ensure appropriate supports and interventions are in place. At San Marcos Middle School, the principal will design an after school leadership academy for at-risk youth, prioritizing students who have been involved with gangs or law enforcement, to develop personalized learning plans, and work with students to set individualized growth goals, while promoting and developing leadership skills.

TAS:  "N/A"

Services for neglected or delinquent youth are also provided through San Diego County Office of Education (court/alternative schools).

**Homeless Children and Youth Services**

San Marcos Unified School District employs a full-time parent liaison, who also serves as the homeless youth coordinator. The parent liaison will continue to work with each site's dedicated McKinney-Vento liaison in order to determine the specific needs of each homeless youth enrolled at the site. Examples of services provided to homeless youth will include funding for transportation to/from school, provision of clothing, shoes, and self-care items, and ensuring students have access to nutrition. The parent liaison will 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 district support in this area.

**Student Transitions**

In 2019-2020, San Marcos Unified will work to expand partnerships with Palomar College and other local institutions to extend and expand dual and concurrent enrollment opportunities, including access to CTE courses. SMUSD will offer transportation to community colleges for SWP sites in order for high school students to have access to courses offered. SMUSD will also work to expand student job shadowing and internship opportunities with local professionals. Family workshop opportunities will educate students about CTE courses and options, as well as A-G requirements and college and career pathways.

Title I, Part A, Educator Equity

All educators within San Marcos Unified School District are required to hold appropriate and valid credentials aligned to subject areas in which they teach as a condition of employment. Principals participate in teacher hiring processes, including screening of applications and interviews. Principals select teachers from the district hiring pool (comprised of candidates all site principals agree are high quality teachers) 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 the students.

Title II, Part A

**Professional Growth and Improvement**

San Marcos Unified supports professional growth throughout all phases of our teacher, administrator, and classified personnel careers. Teacher training: In 2019-2020, SMUSD will continue to train all new teachers in the Essential Elements of Instruction (EEI), through a two-year academy. Teachers will learn EEI strategies, visit classrooms to see strategies in practice, and integrate these practices into their own classrooms. EEI will remain at the forefront of SMUSD Instructional Framework through inclusion of elements in formal and informal classroom observations, and the teacher evaluation system. Teachers will also receive ongoing training in content-specific areas. In 2019-2020, elementary teachers will continue to attend professional development in the area of literacy (Orton-Gillingham, Benchmark, District Literacy Academy based on five-block model for elementary and content-specific literacy supports for secondary,) mathematics, (Math Leadership Cohort training, Math coaching, modeled lessons, co-teaching, and collaborative planning and task-analysis provided by district math TOSAs and coaches at elementary and secondary level), NGSS science training for secondary teachers, and technology integration/inquiry-based learning modules for teachers K-12 that may be accessed remotely anytime, anywhere. Teachers ranging in experience from beginning to veteran will have access to participate in all above opportunities. Both qualitative (surveys, focus groups, interviews, reflections) and quantitative (student achievement data, teacher walkthrough data) will serve as tools to evaluate the effectiveness of the district Title II PD programs. Teacher leaders and instructional coaches will engage in coaching training in 2019-2020, in order to strengthen instructional leadership skills, through the San Diego County Office of Education Leadership Department Coaching Academy.

Administrators and Teacher Leaders: One of the major goals of the district continues to be building leadership capacity in a coherent, cohesive manner 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. Another district-wide focus for 2019-2020, funded through LCAP, is to strengthen best practices in integrated and designated ELD in order to narrow the achievement gap for our English Learner population. San Marcos Unified will partner with San Diego County Office of Education to launch an EL Improvement Collaborative, which includes year-long ELD training, coaching, structured facilitated collaboration check-ins with teams in which EL student progress will be discussed and analyzed, EL Shadowing and empathy development activities, and development of a district-wide EL Master Plan. This work will be led by our assistant principals, EL Coordinators, and TOSAs. The purpose of the collaborative is to build capacity at the sites in the area of teaching and supporting English Learners effectively. Implementation and effectiveness of the program will be determined through monthly team convenings, facilitated by SDCOE EL experts, reflections, surveys, instructional walkthroughs, interviews, focus groups, and student achievement data, that will serve as the foundation for the program evaluation to be completed at the end of th year. Every school, and every leader, regardless of experience and leadership skill goal, will participate in both programs, setting individual growth targets and personal learning goals aligned to action learning plans and principal evaluation tools.

Classified staff will also continue to access meaningful and relevant professional learning opportunities in 2019-2020. Instructional aides will be invited to trainings in areas such as restorative justice and trauma-informed care, Non-violent crisis prevention (CPI), best practices in supporting students with exceptionalities (through opportunities designed and offered by the district special education department), translation/interpretation (specific to SSTs and parent conferences) for individuals with bilingual stipends, and cultural proficiency/awareness (for front office staff).

SMUSD 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**

San Marcos Unified will prioritize support to San Marcos Middle School, identified as an additional targeted support and improvement site, and Twin Oaks High School, identified as a comprehensive support and improvement site, by including both school principals in CSI/ATSI training offered through San Diego County Office of Education, addressing topics such as development of comprehensive needs assessments and program evaluation. All CSI funds received by the district will go directly to Twin Oaks High School to support actions addressing key indicators on the CA Dashboard and site-collected data, such as site-based professional development in remedial literacy, and trauma-informed parent communication trainings. Social workers will provide extra support at Twin Oaks before and after school, to offer additional counseling and information on community resources to students and families to address the large population of foster youth as well as widespread chronic absenteeism at this continuation high school. Federal funds allocated to these sites, and schools with the highest percentage of children counted under Section 1124(c) will be supplemented with additional LCAP monies to support and implement the improvements actions outlines in their SPSAs.

**Data and Ongoing Consultation to Support Continuous Improvement**

San Marcos Unified will begin improvement efforts for identified schools by collaborating with site principals and key stakeholders to develop a comprehensive needs assessment, which will be subsequently analyzed to determine strengths and weaknesses.  The needs assessment will then be reviewed with the principals of Twin Oaks High School (CSI) and San Marcos Middle School (ATSI) prior to site-based collaborative stakeholder meetings for the purposes of developing the site goals, (aligned to the district LCAP), and, subsequently, the site SPSAs submitted by each school's respective School Site Council. The district Director of Special Programs will continue to meet monthly with both site principals to review the site goal progress included in SPSAs, and analyze student data (attendance, achievement, behavior/discipline, etc). The school principals will then share this information with key stakeholder groups and make adjustments to the SPSA as needed, if programs or interventions are not demonstrating a positive impact in student growth areas as identified through the CA Dashboard. Data will be compiled in partnership with the SMUSD Data Coordinator, using software such as Tableau to generate data reports for review. Additional consultation sessions may be added as needed with the Student Services Director (to review attendance/discipline needs and actions taken), Special Education Director (to address special-education related needs), and Secondary Education Director (to discuss strengths and weaknesses of academic programs in place and/or design customized professional development based on the unique needs of the staff and student populations of the sites eligible for supported improvement. Professional development implementation plans will be designed and implemented by site principals, in collaboration with applicable staff, following PD activities. A program evaluation will be conducted following the implementation of PD initiatives to determine if the intended impact occurred. Professional development opportunities will be fluid, evolving in response to the staff and student needs, and site SPSAs will be amended accordingly. The SMUSD Director of Special Programs and CSI/ATSI site principals will also work with experts from the San Diego County Office of Education to consult on topics such as chronic absenteeism and alternate means of correction/positive disciplinary practices, based on dashboard indicators and findings from multiple points comprising site comprehensive needs assessments.

For the general district professional development initiatives, the district leadership team will incorporate classroom visit observational data, teacher/administrator surveys, and student data reports (academic achievement, attendance, discipline/behavior) to ascertain whether professional development actions are effective, and have the intended impact on student performance. This data will be analyzed by the district leadership team on a quarterly basis, during designated Instructional Services planning days, to monitor and adjust professional development support and implementation plans accordingly. At the end of the academic year, a program evaluation will be conducted on district-wide federally funded professional development initiatives.

Title III, Part A

**Title III Professional Development**

LCAP funds will be the primary funding source for the 2019-2020 SMUSD English Learner Improvement Collaborative, in partnership with the San Diego County Office of Education (see Title II narrative for inclusion of year-long professional development description). Title III funds will be allocated to high school sites to use for supplemental ELD planning and team teaching collaborative planing time emphasizing best practices in designated and integrated ELD, and ELD Framework alignment to core content area lessons. Title III funds will also be used for supplemental training required for parent and family workshop facilitators through the Latino Literacy Project on topics such as Middle School College Awareness,  and Family Alliance Community Exchange, which is focused on the Habits of Mind. The Habits of Mind are essential skills that characterize successful individuals such as curiosity, creativity, responsibility, and persistence.

**Title III Programs and Activities**

Title III funds will be used for San Marcos Unified's annual English Learner Summer School, offering an extended school year option for approximately 600 English Learners in grades 2-6. Students will attend four weeks of intensive reading intervention, daily ELD rotations, math intervention, and STEM labs. The purpose of the program is to narrow the achievement gap for struggling students identified as English Learners while simultaneously developing English language acquisition in the four domains: listening, speaking, reading, and writing, in order for students to advance on the ELPAC, and become Fluent English Proficient. Students will have the opportunity to preview standards-aligned core content in ELA/ELD for the coming year, in order to build background knowledge and increase confidence/participation once the new school year begins. Progress will be measured using formative and summative assessments and a program evaluation will be conducted at the conclusion of the program.

Title III funds will also be allocated to La Mirada Academy to be used towards supplemental instruction before and after school for middle school long-term English Learners (referred by teachers), not making academic gains and performing in the "Standard Not Met" group in ELA, as measured by the 2018-2019 student CAASP reports. Students in this group will have an extended school day in order to work on remedial reading and writing skills using evidence-based curriculum. Progress will be measured using formative and summative assessments and a program evaluation will be conducted at the conclusion of the program.

English Learner students, upon teacher referral, will also have access to Rosetta Stone software as a supplemental tool to aid in English language acquisition. Progress will be monitored using Rosetta Stone user reports.

**English Proficiency and Academic Achievement**

Title III funds will primarily be held locally by the LEA in order to fund the English Learned extended school year summer program, and implementation of Immigrant Individualized Learning Plans (described above). An additional exception is La MIrada Academy, who will use funds for purposes of providing an extended school day for middle school students designated as Long Term English Learners (LTELs), who are unable to reclassify to Fluent English Proficient status due to low performance in the reading and writing domains. The supplemental program will offer students (referred by teachers) intensive remedial reading and writing instruction with the goal of helping students to advance in ELA/ELD, reach a level 4 on the ELPAC, and meet all local criteria required in order to reclassify to Fluent English Proficient within one year. La Mirada Academy will provide a program description, student progress reports, and a program evaluation at the conclusion of the year.

All SMUSD sites will be held accountable for increasing English acquisition progress and increased achievement for English Learners through development of targeted goals addressing the English learner subgroup included in School Plans for Student Achievement (required for every school site in the district). Site principals will be required to collect and disaggregate ELPAC and student achievement data for the EL subgroup, and develop goals for continued improvement in both areas. The superintendent and assistant superintendents will review the goals, and goal progress, in these areas with principals three times per year as part of the principal goal and evaluation process. The superintendent, assistant superintendents, and instructional services directors will conduct site walkthroughs (both formal and informal) to observe designated and integrated ELD. Site administrators will also conduct formal and informal walkthroughs to observe designated and integrated ELD, providing feedback to teachers. Every site will also participate in the district-wide English Learner Improvement Collaborative, in partnership with San Diego County Office of Education (SDCOE), setting short term achievement and language acquisition goals for English Learners, then reflecting on goal progress on an ongoing basis, receiving specific and targeted coaching and support from SDCOE, in how to meet EL subgroup goals.

All SMUSD sites will be required to monitor progress for current ELs, through analysis of local benchmark assessments in tandem with language analysis frameworks. Students not progressing will be offered additional supports and interventions, designed by individual sites and also included within their SPSAs. All SMUSD sites will also be required to monitor progress for reclassified (RFEP) students, providing input through the district digital tracking sheet. On the progress monitoring sheet, site teams must enter planned or current interventions for students not making adequate progress.

Title IV, Part A

**Title IV, Part A Activities and Programs**

San Marcos Unified developed a Title IV Plan based on stakeholder input and district needs identified through the LCAP development process, consisting of creation and analysis of a comprehensive needs assessment, in addition to group stakeholder meetings in which students, parents, certificated staff, classified staff, management staff, and community members reviewed district data and provided recommendations around LCAP goals and actions.

 SMUSD will use at least 20 percent of the SSAE program funds for activities authorized under Section 4107 that support student access to a well-rounded education programs, and activities carried out under this section will be coordinated with other schools and community-based services. The largest portion of the Title IV Grant, 50%, $97,500, will be used for two specific enrichment purposes. First, the district will expand the SMUSD Visual and Performing Arts (VAPA) Strategic Plan, through implementation of an integrated visual arts curriculum aligned to two units of adopted English Language Arts (ELA) curriculum, kindergarten through fifth grade. SMUSD plans to contract with California Center for The Arts (CCAE), and a CCAE community partner, ArtReach, to pilot a program in two elementary schools in which visiting artists co-plan and co-teach eight weeks of visual arts lessons aligned to state standards. The goal is to expand this program further, to include additional elementary schools in future years, based on pilot feedback. The second activity under this section is to  research and, ideally, beginning to develop, an International Baccalaureate Diploma Program. SMUSD currently has a K-8 IB program in place, and would like to expand to a high school program in order for students to continue this course of study, eventually earning an IB Diploma. Title IV funds will be used to hire a part-time IB coordinator to research, design, and develop this program, in order to create the foundation and conduct initial planning phase for the IB Diploma Program at one of our comprehensive high schools, with the goal of beginning the program in 2021-2022.

SMUSD will use at least 20 percent of the SSAE program funds for activities authorized under Section 4108 that support safe and healthy students, and programs and activities carried out under this section will be coordinated with other schools and community-based services. SMUSD will designate 40% of Title IV funds, or  $78,000, to hire a safety consultant to work with our district staff, in order to determine needs to assist with the evaluation and implementation of improvements, in order to ensure student safety on all site campuses. This recommendation is based upon a report completed and shared by the San Diego Grand Jury in 2019, in response to helping districts to assess their environment, to understand the approaches for addressing active shooter and other emergency situations and to train their staffs to handle emergencies. SMUSD plans to hire a safety specialist to analyze current district and site safety protocols, evaluate the district school sites for potential vulnerabilities pertaining to security and safety of students and staff, to meet with site principals and district personnel overseeing school safety, and to provide specific recommendations, via a report to the superintendent, to inform school safety plans and emergency procedures.

SMUSD will use a portion of the funds to improve the use of technology to improve academic achievement, academic growth and digital literacy of all students. SMUSD will allocate 10% of Title IV funds, $19,500, towards K-12 teacher professional development in inquiry-based learning and meaningful integration of technology to enhance digital literacy and academic achievement in core subject areas. The cohort component of the Inquiry program includes 2 face-to-face days and 10 hours online with a potential second year to be determined. The cohort will include elementary and secondary teachers and  sessions cover inquiry-based learning pedagogy, technology integration, and lesson development connected to current curriculum. Session 1 will include Inquiry Process and Questioning. Session 2 will entail Research and Discussion PD. Session 3 involves Creation and Reflection training. Session 4 emphasizes Thinking Routines, Lesson Sharing, and Next Steps. Educational technology integration for the inquiry cohort involves reading, writing, and research strategies as well as the tools and strategies that support communication, collaboration, creativity, and critical thinking. This is a focus on using technology if/when appropriate to deepen the learning. These skills are also called out in the Common Core Standards from Kindergarten through 12th grade. No funds will be used to purchase devices or software.