Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx.

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General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

On March 16, 2020 San Marcos Unified School District announced the temporary closure of schools to slow the spread of the Covid-19 disease. The closures impacted all SMUSD school sites and facilities, including ten elementary schools, two K-8 schools, three middle schools, two comprehensive high schools, and one continuation high school. San Marcos Unified, located in North County, San Diego, serves 20,872 students. 39% of students are eligible for free or reduced lunch, 14% of students are identified as English Learners, 43 students identify as foster youth, and 200 students identify as homeless youth. Immediately following the announcement of the March school campus closures, the district was focused on serving students and families by providing necessary resources, including meals, health and safety information as well as providing educational resources and connectivity for each student.

Beginning on March 16, the first day of school closures for San Marcos Unified, digital resources and instructional curriculum were immediately made available for families and students to access from home as optional, independent learning activities.
The District developed a Family Outreach process for ensuring all students had the necessary tools and support to successfully engage in distance learning. Families were surveyed to determine student needs in the areas of access to a computer and internet connectivity in the home. Families who did not complete the survey received personal phone calls from site administrators, social workers, and community liaisons. These personnel then distributed devices to families in need, and, in some cases, conducted home visits to deliver devices and mobile hot spots. Additional instructional materials, such as learning packets and basic school supplies, were also distributed to families. The district Homeless Liaison made personal contact with each homeless family in the district to help arrange and distribute both instructional and health and safety resources. School counselors communicated with foster youth and foster youth residential homes, such as Casa de Amparo, to ensure students had access to required technology to engage in remote learning, in addition to daily meals and other basic needs.

Following the announcement of campus closures, the District Child and Nutrition Services Department immediately launched distribution of approximately 9,500 free “grab and go” meals each day across SMUSD school campuses. The goal of this work was: ensuring access for all students, minimizing any barriers for learning, ensuring students had access to devices, access to connectivity, access to basic needs, food

and shelter. The District also engaged community partners in outreach efforts for all students, especially foster youth and students experiencing homelessness. Community partnerships included: The San Marcos Boys and Girls Club, who provided free “grab and go” dinners to approximately 400 SMUSD families each day from March 16-June 10. This community partner also checked in with member families via phone, availing mental and social-emotional supports through their staff social worker and ASES site coordinators. These community outreach efforts were developed based on the needs of the community, the realities of individual families, the complexities of accessing distance learning and the best possible ways to reach out to families.

SMUSD dedicated three weeks, from March 16-April 3, 2020, to connecting with every family in the district via survey, email, phone call or home visit, and ensuring every family had internet connectivity, and a device for each student in the household. During these three weeks the district created and launched a technology helpline for families, to receive support in using digital instructional programs and platforms. The district technology department also developed pre-recorded video tutorials in these areas for students and parents to access at their convenience via the district website. A Frequently Asked Questions (FAQ) was also added to the district website, with daily updates to address common questions and concerns among community members.

During this time a district Virtual Student Support Task Force (VSST), consisting of school counselors, social workers, and school psychologists, was created with the purpose of developing procedures and documents to assist all SMUSD staff in supporting the mental health of students. Topics included self-harm and suicidal ideation protocols, student check-in processes, and available resources. The task force initiated community outreach in order to inform parents and families about these mental health and social-emotional resources and supports. The special education department developed a comprehensive plan to support students with disabilities, including offering virtual services/support, using embedded accessibility tools within digital learning platforms, creating a google site with academic and behavior resources for families of students with special needs, as well as personal communication between case managers and parents of students receiving special education services. Meetings between the district leadership team and certificated and classified staff associations took place to collaboratively develop and approve both a distance learning framework and MOU. Final preparations for the official launch of distance learning on April 13, 2020, included professional development for all teachers in implementation of digital teaching resources such as Google Classroom, Screencastify, google meet, and Flipgrid. A teacher TechPD website and staff helpline were also availed to certificated and classified staff to help support remote teaching efforts. Throughout Spring 2020, staff were availed ongoing relevant virtual professional development opportunities in areas pertaining to distance learning offered through the San Diego County Office of Education.

The campus closures included a shift in instructional programs to a virtual format, a reduction in the number of instructional minutes and the elimination of all in person social and extracurricular student activities. The school closures and shelter in place orders also precipitated shifts in business operations including changes in custodial and maintenance & operations schedules for deep cleaning of district facilities; and a shift in our technology philosophy and operation from a primarily site-based technology program comprised of student access to classroom devices to a 1:1 model in which each student has access to a device of his/her own. In the instructional program, secondary schools continued to offer all subject areas, including modified versions of visual and performing arts, physical education, and career technical education courses. In elementary, the instruction program was modified to focus on English language arts, math, and English language development, with optional activities in other subject areas such as visual and performing arts. Services for students needing academic and social/emotional support continued with some necessary modifications. Annual end-of-year processes such as new student registration, course selection, and systems for parent/student communication (report cards), were modified to an online/digital format. Three weeks into the distance learning program students, parents, and staff were surveyed to determine strengths and potential refinements of the program.

Prompts pertained to the access to and use of digital supports, mental health and well-being, professional development, the instructional program, and communication by the District. Based on the results of the survey, additional communication was sent to the community ensuring understanding of the expectations regarding the distance learning program. Input from parent representatives on the Parent Advisory Committee and the District English Language Advisory Committee echoed the concerns of the survey respondents: learning loss and the impact for next year; inconsistent levels of engagement and accountability for their children; and the social-emotional well-being of their children.

As the school year ended, effects of the ongoing pandemic remained at the forefront of school planning. The need to ensure the safety of students and staff in reopening planning was counterbalanced by the need to mitigate the ongoing learning loss of our students and the realization that efforts to reopen the state and local economy would likely mean that students would find themselves alone at home when parents returned to work. In May 2020, the design process began in earnest with the formation of a Central Leadership Team (CLT) consisting of the Superintendent, Cabinet members, and the presidents of both labor associations (classified and certificated). The CLT discussed and finalized key considerations that would guide the ongoing work. These are broken down into core principles, global assumptions, and operational assumptions.
Core Principles
-Student-focused and equity-based decision making
-Safe, clean campuses and learning spaces
-Resources for the social, emotional, and physical health of students and staff
-Creativity, flexibility (nimble), and coherence across the system
-Maintain a high-quality instructional program
-Differentiated learning and support models for students and staff
-Collaborative partnerships among all stakeholders
-Fiscally responsible/sustainable solutions

Global Assumptions
-A vaccine may not be available for an estimated 12-18 months
-San Diego County will continue to have active cases of COVID-19
-May experience a second “wave” of virus outbreak
-Significantly reduced state revenues projected
-There will be an increase in atypical costs for the district
-Implications of facilities limitations

Operational Assumptions
-Safety of students and personnel is paramount
-Reducing the risk of transmission will require additional money, supplies and has operational impacts
-Under the current COVID-19 circumstances, a pre-March 13th normal where all students are on campus all at once may be difficult to achieve
-Students may have to receive at least part of their instruction via distance learning models

-Must be prepared to pivot to a fully online delivery model should an outbreak occur and/or county health orders require it
-Some functions of the district may be temporarily reduced or postponed
-Must prepare for an outbreak at one or more district schools
-Some parents will not be prepared to send their children back to school buildings in the fall
-Use research and best practices to inform designs
-Plan for the possible temporary reassignment of some personnel
-A Structures and Model Team (collaboratively chosen by the CLT) consisting of representatives from certificated staff (teachers, counselors, social workers, nurse) and district and site administrators was tasked with creating a return to school model for elementary and secondary schools. The teams divided into subgroups: TK-2, 3-5, middle school, and high school. In creating the models that would be presented for consideration by the CLT and would ultimately be brought to district stakeholders for their input and feedback. The team(s) were given the following goals to guide their work:
-All SMUSD students make at least one year's growth. Some students will need to make more than one year's growth in order to mitigate learning loss and return to grade level proficiency
-Remediation and acceleration are individualized and accommodated within the structure
-Accommodates the unique aspects of each grade span while offering a cohesive TK-12 structure
-Can seamlessly convert to distance learning at a moment's notice
-Is SMUSD exceptional (what our community has always relied upon)

In addition to the Structures/Models team(s), volunteers from certificated and classified staff were asked to participate in Leveled Workgroups that would address detailed work related to instructional and support programs (e.g. curriculum, assessments, graduation requirements, special education & English learner services) and areas related to operations for the 20/21 school year (e.g. facilities, transportation, food services; sports & extracurricular activities).

As groups met throughout the summer, factors beyond the district required additional considerations in the return to school planning. The new education code establishing school finance, instruction, and accountability for the 20/21 school year tied funding to meeting requirements for instructional days, offering in-person instruction to the greatest extent possible, and offering distance learning as a result of order or guidance from a public health officer. With these requirements in place, the Structures/Models teams worked on finalizing models. The elementary teams proposed two hybrid models for consideration, the secondary team presented one model each for middle and high school. In accordance with the need to "offer in-person instruction to the greatest extent possible" site administrators reviewed models for viability at the site level and for the ability to maximize students' ability to be on campus while maintaining all social distancing and health and safety guidelines. At the elementary level, it was determined that the hybrid models did not fully meet the district goals, nor did they meet the requirements set forth in the school finance, instruction and accountability legislation. Elementary principals were asked to determine their ability to reach a model that more closely resembled the traditional school model. Secondary principals, too, were asked to explore options to provide more time for students within the models to allow for greater time with their teachers in-person. The models were brought back to the Structures/Models Team(s), with secondary teams presenting a final semester block schedule at both middle and high.

The plans were presented to representative parent and student groups for feedback and input in preparation for presentation to the Governing Board for their direction. It was at this time that Governor Newsom's Pandemic Plan for Learning and Safe Schools was delivered calling for no in-person learning for districts on the state's Monitoring list. As a district within San Diego County, the plan meant that SMUSD

school buildings would remain shuttered and we would begin the school year with remote instruction. With this order in place, the SMUSD Governing Board gave direction to begin the year scheduling students in a traditional model at elementary schools, and in the semester block schedule at middle and high school in a remote instruction format. The Board has had one special session on return to school operations and will have additional special sessions to discuss in-person return options.

The continued closure has had implications for the beginning of the school year. Despite school sites being closed for in-person learning, it was important for the district to continue the planning for in-person learning while simultaneously preparing for a rigorous remote learning experience for all students. Families were asked to commit to either a return to in-person learning when viable or to a year-long remote instruction experience.
The pandemic itself, along with the changing guidelines and regulations have greatly impacted all operations of the district. Registration processes have all been moved online; enrollment numbers have seen a decrease since the Governor's announcement of the continued closure of schools in specified counties. As schools have begun the yearly registration process, we have heard from many of our families (particularly at the elementary level) that are choosing to disenroll their students for the duration of remote instruction; planning to re-enroll when in-person instruction resumes. It is a dilemma that affects not only school rostering, but also school business operations, particularly in the allocation of teachers (FTEs) to school sites. Childcare options remain a concern to stakeholders - the district's ability to provide space in its schools for before and after school care is currently being reviewed, leaving families with parents returning to work with fewer options. Addressing the basic needs of our students also remains a high priority. A large number of families participated in the district's food services program during distance learning in the spring and throughout the summer. The return to school in 20/21 with more robust and structured remote instruction requires coordinating schedules that allow for students to retrieve food from school sites before post lunch instruction begins.

From an instructional standpoint, the need to accommodate both remote instruction and brick and mortar options for schools has led to changes in the instructional models we are offering at school sites. Middle and high schools have moved from a six period day to a 3x3 and 4x4 block model, respectively, in order to allow for students and teachers to focus on fewer classes at a time during remote instruction and to accommodate a blended model of in-person and remote instruction when it is deemed safe to do so. At all levels we have students participating in two learning pathways - those who will begin the year in remote instruction but will transition to in-person learning when viable, and those who will remain virtual the entire year. Our teachers, too, are in a similar situation - all beginning remotely, but some, for reasons related to the pandemic, who will find themselves teaching remotely the entire year.

August and September 2020 have been devoted to launching a robust distance learning program and finalizing school reopening plan models. SMUSD held public webinars and broadcasted special governing board study sessions to address topics associated with safe school reopening plans. In August 2020, the public hearing was held to present the draft of the SMUSD 2020 Learning Continuity Plan.

On September 15, 2020, the SMUSD Governing Board approved a hybrid model for all SMUSD students. Details include kindergarten and first grade students returning to campuses beginning on October 12, assigning an A and B cohort to each classroom to reduce class sizes and adhere to social distancing guidelines. Grades 2-5 will return to campuses in November, also attending school in a hybrid model, two days per week for in-person learning and three days per week for remote learning. Grades 6-12 will return to school for in-person learning via a hybrid model in January 2021, attending classes remotely three days per week, and in-person two days per week. Student populations evidencing a greater need, including students receiving special education support, at-promise youth, foster and homeless youth, and

students identified as English Learners, will be considered for additional in-person instructional opportunities, depending upon the context of the individual school sites. Approximately 3,600 students will remain in full remote learning programs for the remainder of the school year, at the request of their parents/guardians.

Additional details on SMUSD School Reopening Plans can be found here: https://drive.google.com/file/d/1OpZu9N1FZEhQbncsT8rqvLveyRA8gw5X/view?usp=sharing (Safe School Reopening Proposal: September 2020).

The community and Governing Board were kept abreast of progress and updates related to school closures, distance learning, learning continuity plan, and safe school reopening via presentations, written communication and virtual public meetings. Stakeholder input was solicited via online surveys and focus groups (DELAC, Parent Advisory Committee), with translation/interpretation readily available and accessible. All presentations shared with SMUSD community stakeholders may be reviewed here:

https://docs.google.com/document/d/1ZhBt08PVwmrkpf0Qxa3k0IeyslangIhvFV5zrmo940Y/edit?usp=sharing (April Presentation)
https://drive.google.com/file/d/1w-dHkwbyCmo2hwMXMgisPjGHBsiZqLL4/view?usp=sharing (July Safe School Reopening Proposals 1)
https://smusd.org/reopening_info_2020-21/school_reopening_updates (Community Update Letter: July 2020)
https://drive.google.com/file/d/1KeO1jrqMkSF4bROwwcIdyXmou9yvbvgw/view?usp=sharing (August-LCP Draft Presentation)
September 4, 2020 Special Board Meeting: https://youtu.be/jp6d6QApfgk.
September 14, 2020: Safe School Reopening Plan Question & Answer Webinar: https://youtu.be/29KejxpmyX8
https://drive.google.com/file/d/1OpZu9N1FZEhQbncsT8rqvLveyRA8gw5X/view?usp=sharing (September 15, 2020: Safe School Reopening Proposal 2)

*All presentations, webinars, and written communication were available in English and Spanish

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

Beginning in the spring of the 2019/2020 school year, the district began efforts to solicit feedback from stakeholders regarding distance learning during the ongoing COVID-19 pandemic. The district sought feedback on distance learning experiences in the spring, ideas to improve the model in the upcoming school year, and preferences regarding return to school models in the 20/21 school year.

The District planned for the opening of the school year with a school design process that consisted of input and feedback by teachers, administrators, parents, and students. Using input and feedback from stakeholders (surveys, emails, public comments), the Central Leadership Team which included SMEA & CSEA labor union presidents, discussed and finalized core principles, operational and global assumptions, and overarching goals to be taken into consideration in the design of the models. Design teams - which consisted of teachers chosen in consultation with SMEA labor association and administrators - created and presented return to school models for elementary, middle, and high school students. The models were vetted for adherence to the principles, assumptions, and goals. Site principals reviewed the designs for viability with staffing and facilities needs. Models were then presented to parents (District PAC and ELAC plus an additional parent from each school site) and high school students (range of student representatives from each high school) for additional feedback and input.

Models were presented at the July 21st Governing Board meeting which solicited additional comments from stakeholders, in addition to the following stakeholder engagement efforts.
Surveys
Regular Board meetings and Special Study Sessions
PAC meetings
DELAC meetings
Webinars
Question submission for FAQs

The Draft Learning Continuity Plan was presented for review at the August 18 Regular Meeting of the Governing Board. The draft was posted on the district website and hard copies are available for review at the district office. Input forms for the draft document will be available on the website and as hard copies accompanying the document. The draft plan was presented to the district Parent Advisory Committee and District English Learner Advisory Committee on September 9, 2020 for feedback and additional input. The draft plan was also shared with the district labor association boards (CSEA and SMEA) in September. The LCP draft was approved by the SMUSD Governing Board on September 15, 2020.

The stakeholder engagement presentations and opportunities for input (shared in both English and Spanish) are accessible here:

https://docs.google.com/document/d/1ZhBt08PVwmrkpf0Qxa3k0IeyslangIhvFV5zrmo940Y/edit?usp=sharing (April Presentation)
https://drive.google.com/file/d/1UMMpQw7TQL6EohMdwfdVUzsDw0xEgLvL/view?usp=sharing (Community Hanover Survey April 2020)

https://docs.google.com/forms/d/1KoLL3-Y6aV2vRuQnjtabJX_kQdEscmOp5zwMBghW5pk/edit (Parent Survey: School Design Ideas: May 2020)
https://docs.google.com/forms/d/1pDnvYPyWYfBEDWkTdbZNu9uL8NAO-WkqB6nZEO7MeFg/edit (Staff Survey: School Design Ideas: May 2020)

https://drive.google.com/file/d/1w-dHkwbyCmo2hwMXMgisPjGHBsiZqLL4/view?usp=sharing (July Safe School Reopening Proposals 1)
https://docs.google.com/forms/d/11Dkvn2G7Uk7hD_pjlYi7rvhh5DZ-BIe8JF_tjXK3S-E/edit (Parent Input Survey: July 2020)
https://smusd.org/reopening_info_2020-21/school_reopening_updates (Community Update Letter: July 2020)

https://docs.google.com/forms/d/1d6mnQhUXkb180dL5Vz9jQx92tCFsLzoc8dmPXoZ6i5E/edit (Elementary Models-Parent Input Survey: July/August 2020)
https://docs.google.com/forms/d/1JOiSIS2Tc8e9sXlMVoeUkAAZsrgRuHyJsm42Pwqo2Lw/edit (Middle School Models-Parent Input Survey: July/August 2020)
https://docs.google.com/forms/d/1uyIDxXgqLnpnkMd4-pNLMIow6b8zirXoHlkBqh7XAH8/edit (High School Models-Parent Input Survey: July/August 2020)

https://drive.google.com/file/d/1KeO1jrqMkSF4bROwwcIdyXmou9yvbvgw/view?usp=sharing (August-LCP Draft Presentation)
https://docs.google.com/forms/d/e/1FAIpQLSeOkbsZaRL7qDMN1HY-6cpRWUj8-pMuk11niFf9CwVwxj2QDg/viewform (Stakeholder Input Survey: LCP: August 2020)

September 4, 2020 Special Board Meeting: https://youtu.be/jp6d6QApfgk.

September 14, 2020: Safe School Reopening Plan Question & Answer Webinar: https://youtu.be/29KejxpmyX8
https://drive.google.com/file/d/1OpZu9N1FZEhQbncsT8rqvLveyRA8gw5X/view?usp=sharing (September 15, 2020: Safe School Reopening Proposal 2)
https://smusd.org/reopening_info_2020-21/school_reopening_updates (Preferred learning model survey)

[A description of the options provided for remote participation in public meetings and public hearings.]

Though local and state guidelines continue to prohibit “gatherings” that would allow for in-person meetings with all stakeholders, the Governing Board has continued to hold Board meetings remotely. Board meetings are held through Zoom, with members of the public able to listen in real time. Public comments are welcome and are solicited in the same fashion as in-person meetings albeit electronically. Those who have requested public comment are able to do also via the Zoom platform and via phone if necessary. Directions on how to address the Board for public comment are posted on the district website.

The district has also utilized Zoom to present informational webinar sessions broadcast for live viewing by the public. Partnering with the San Diego County Office of Education allowed for an increase in the number of viewers able to access the Zoom sessions live. Webinars are recorded and posted to the district website and links are sent to district families via email.

Meetings with stakeholder groups also continue via video-conference. The district Parent Advisory Committee and District English Learner Advisory Committee meet through Zoom or Google Meet video platforms with access provided through either video or phone options.

Translation is provided for all public meetings and parent advisory meetings.

[A summary of the feedback provided by specific stakeholder groups.]

April 2020 Hanover Distance Learning Survey [4769 respondents including 1484 students, 661 staff, 2088 parents]
The results of this survey helped to inform the areas that needed to be strengthened as the district began to develop plans for the upcoming school year. Below is a summary of those responses.

District schools have provided adequate online resources to support learning
Students: 81% agree/strongly agree
Staff (site): 81% agree/strongly agree
Staff (district): 54% agree/strongly agree
Parents: 79% agree/strongly agree

Students know where to go for technical support, if needed.
Students: 82% agree/strongly agree
Staff (site): 74% agree/strongly agree
Staff (district): 63% agree/strongly agree
Parents: 73% agree/strongly agree

Students received enough guidance from teachers to continue their learning and assigned work from home.
Students: 75% agree/strongly agree
Staff (site): 84% agree/strongly agree
Staff (district): 81% agree/strongly agree
Parents: 70% agree/strongly agree

Teachers are responsive to student questions about schoolwork
Students: 75% agree/strongly agree
Staff (site): 84% agree/strongly agree
Staff (district): 81% agree/strongly agree
Parents: 70% agree/strongly agree

I am concerned about my mental health and well being (e.g. stress)
Students: 37% agree/strongly agree and 39% disagree/strongly disagree
Staff (site): 58% agree/strongly agree and 26% disagree/strongly disagree
Staff (district): 53% agree/strongly agree and 26% disagree/strongly disagree
Parents: 36% agree/strongly agree and 44% disagree/strongly agree

I am concerned about my child’s mental health and well-being (e.g. stress)

Parents: 43% agree/strongly agree and 22% disagree/strongly agree
I am concerned about students' mental health and well-being (e.g. stress)
Staff (site): 86% agree/strongly agree
Staff (district): 65% agree/strongly agree an

Teachers have checked in on students personally
Students: 43% agree/strongly agree
Staff (site): 91% agree/strongly agree
Staff (district): 82% agree/strongly agree
Parents: 60% agree/strongly agree

Support staff are available to students
Students: 56% agree/strongly agree
Staff (site): 79% agree/strongly agree
Staff (district): 58% agree/strongly agree
Parents: 47% agree/strongly agree

Access to laptops or tablets provided by the District
Students: 84% agree/strongly agree
Staff (site): 95% agree/strongly agree
Staff (district): 77% agree/strongly agree
Parents: 86% agree/strongly agree

Means to access the internet
Students: 79% agree/strongly agree
Staff (site): 68% agree/strongly agree
Staff (district): 59% agree/strongly agree
Parents: 69% agree/strongly agree

Class materials available online
Students: 86% agree/strongly agree
Staff (site): 72% agree/strongly agree
Staff (district): 67% agree/strongly agree
Parents: 85% agree/strongly agree

Regular check-ins between teachers and students
Students: 74% agree/strongly agree
Staff (site): 79% agree/strongly agree
Staff (district): 64% agree/strongly agree

Parents: 75% agree/strongly agree

Professional development on how to use online platforms
Staff (site): 82% agree/strongly agree
Staff (district): 63% agree/strongly agree

Professional development on engaging students through distance learning
Staff (site): 63% agree/strongly agree
Staff (district): 54% agree/strongly agree

I feel well informed about the decisions made by the district.
Staff (site): 68% agree/strongly agree
Staff (district): 59% agree/strongly agree
Parents: 74% agree/strongly agree

I understand the distance learning model.
Staff (site): 81% agree/strongly agree
Staff (district): 74% agree/strongly agree
Parents: 77% agree/strongly agree

May 2020 School Design Ideas Input Survey [2047 student responses, 5,046 parent responses, 1,199 staff responses]
The May design survey asked an open-ended question for the three models that were being considered for return to school in the 20/21 school year: traditional, hybrid (blended in-person and distance learning), full distance learning). For each model stakeholders were asked "What are your thoughts, ideas, and concerns we should be considering?" Additionally stakeholders were asked to rank their preference of each model. The below offers trends from the open ended question and a breakdown of preferences based on the stakeholder group.

Parent Engagement Ideas
More check-ins with students (sample comments)
"More Google meets with the teacher & other students"
"More real time interaction/teaching with teachers and peers would be nice"
"More actual teaching online & not just posting assignments"
"More one-on-one or smaller groups for live lessons from teacher"
"Teachers meeting at the start of every class period with the students to discuss the lesson for the day"
Assignments (sample comments)
"More project-based learning"
"More variety and more fun activities"
"For lower grades - less typing and more oral based work"
"Differentiated lessons for advanced students"

“Include all subjects”
Additional Support (sample comments)
“More online help for students”
“More feedback on assignments”
“More supports for English Learners”
“Provide textbooks and assigned books to read to complement online learning”
“More support for students with IEPs”
Grades (sample comments)
“Don’t let students know their grades won’t go down”
“Consider rewarding students that are trying hard”
“Update grade progress frequently”
“Students with passing grades should be given the same opportunities to raise grades as those with Ds/Fs”
Structure of the Day (sample comments)
“All teachers need to check-in, everyday”
“Hold classes everyday; all periods should meet everyday in grades 6-12”
“Include music, library, and STEM in the daily schedule”
“More guided work at the elementary level”
“More consistency between teachers”
Social Interaction (sample comments)
“Social Zoom recess with a moderator”
“Increased opportunities for ‘social’ activities”
“Keep face grid for socialization of students”
“One on one or small group check-ins with individual students”
“Allow for student interaction between peers”

Student Engagement Ideas
Assignments (sample comments)
“More fun assignments and activities”
“More interactive assignments”
“Use more game-like activities”
“More interactive assignments that get students moving”
“More group projects”
Structure (sample comments)
“Lessons shouldn’t be so self-guided”
“More live lessons taught by teachers via Google Meet”
“Consistent schedule of when live Meets take place”
“Longer school day” “Later start time”

“Teachers should coordinate assignments better”
Support (sample comments)
“More feedback on work”
“More office hours for teachers to meet with students”
“More responsive via email”
“More support from the teacher”
“One on one time with teachers”
Student interaction (sample comments)
“Allow for more student participation in live lessons”
“[I] think it would be beneficial to call on people and have students give answers...This gives students an opportunity to engage”
“Have themed days like ‘crazy hair day’ during live meets”
“Create time for social interaction with classmates”
“Allow time or build in time for students to interact with classmates online”

July 2020 Parent Design Preference Survey [10, 435 total responses]
The district did a follow up survey with parents in July to gauge shifts in preferences for each of the return to school models. Below is a breakdown of preferences by grade level span.

Elementary
Traditional Model 40%
Hybrid Model 25%
Virtual Model 35%

Middle
Traditional Model 35%
Hybrid Model 32.5%
Virtual Model 32.5%

High
Traditional Model 37%
Hybrid Model 35%
Virtual Model 28%

A summary of Input from PAC, DELAC, Student Representative meetings , as well as staff input, is included within these presentations:

September 14, 2020: Safe School Reopening Plan Question & Answer Webinar: https://youtu.be/29KejxpmyX8
https://drive.google.com/file/d/1OpZu9N1FZEhQbncsT8rqvLveyRA8gw5X/view?usp=sharing (September 15, 2020: Presentation to the

Governing Board)

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

The input from all stakeholder groups throughout the summer has influenced the Learning Continuity and Attendance Plan through the impacts on the development of the 20/21 return to school models and through direct input/feedback on the LCP draft document.

Reviewing the themes of the feedback from the various surveys, meetings, and comments has influenced ongoing decisions to ensure continuity of learning for all possible return to school models. [Feedback from DELAC, PAC, SMEA & CSEA associations, and direct input from the community will be inserted after September meetings].

In-Person Learning: Surveys indicate that a majority of parents and students still prefer to return to a traditional school model; however stakeholders have considerable health and safety concerns regarding the return to in-person instruction model. In-person models that are presented in this document represent the need to mitigate the safety concerns of stakeholders with the goal of offering in-person instruction to the greatest extent possible. To date, no in-person models have been approved by the district Governing Board. The Board will conduct special study sessions and accept additional comments on possible in-person models as it looks to provide direction on how schools will open when it is viable to do so.
Distance Learning: Feedback from parents, students, and staff has had a direct impact on recommended updates to the district's remote instruction model. Key points from the feedback are the need for daily live instruction across the grade levels within a structured schedule; more consistency and higher expectations of remote instruction (in sync with Governor Newsom's call for more "rigorous, robust distance learning"); the incorporation of small group and one on one check-ins with students; differentiated instruction that meets the needs of individual students; inclusion of social emotional learning and support; the need for grades to count and for students to be held accountable for their learning particularly at the secondary level; and the need for the inclusion of the "specials" (PE, music, library, etc) within the daily schedule at the elementary level.

Supports for Pupils with Unique Needs: Feedback from parents, students, and certificated and classified staff helped to shape plans on assisting students with IEPs, English Learners, and those in foster care and experiencing homelessness. There is a clear need to develop plans that address the numerous individualized needs of the range of students with IEPs, including the need for assessment, and that take into account the difficulty of addressing specific needs in a remote learning environment. Considerations also included the need for English Learners to have language models and to have ongoing opportunities to practice the language with peers; the social emotional needs and well-being of our vulnerable populations; professional development for both certificated and classified staff (e.g. IAs) to support students remotely; and the ability for families and students to access resources.

Pupil Learning Loss: Parents and staff indicated concerns regarding student learning loss as a result of inconsistent distance learning in the spring, "summer slide", and the ongoing effects of being away from in-person learning. The LCP acknowledges the need to both diagnose and address learning needs of students; it requires the early use of diagnostic tools (introduction of iReady diagnostics in ELA and Math) and a systematic approach to intervention and multi-tiered systems of support.

Mental Health and Social and Emotional Well-Being: All stakeholders indicated considerable concern regarding the impact of extended time away from school and peers on the social and emotional health of students. There are additional concerns related to how the ongoing effects of the pandemic on the physical, financial, and mental health of adults and others in the household may be affecting students. Considerations in planning include the need to incorporate mechanisms to identify students in crisis and offer tier supports, to provide students the ability to contact and interact with school counselors and social workers, and to offer all students social-emotional curriculum and teachers professional development in its inclusion within the school day.

Pupil and Family Engagement and Outreach: The ongoing pandemic has seen many of the district's families experiencing challenges directly related to the ongoing COVID 19 pandemic. Staff, in particular, has indicated the need to make deliberate efforts to ensure that basic needs of our students are being met, particularly the importance of the school nutrition programs, and due to the nature of distance learning, the assurance that all students have access to a device and internet service so that they can engage in learning.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

The health and safety of students, staff, families, and community is the top priority San Marcos Unified. In August 2020, SMUSD began the 2020-2021 school year with full remote learning for all students based on the recommendations of state and local health and safety professionals. Following Governing Board Special Study Sessions and Community Engagement/Stakeholder Input Webinars, in addition to collaborative committee work with certificated, classified, and management staff, a draft reopening plan proposal (inclusive of model options) was presented to the Governing Board on September 15, 2020.

The Board approved the following models:
Elementary: Hybrid Model: Kindergarten and first grade students will attend in-person classes 4 days/wk and engage in remote learning one day per week (beginning October 12, 2020). 2-5th grade students will attend in-person classes two days per week (A/B model) and engage in remote learning 3 days/wk beginning in November 2020. There is an option for students receiving special education services, at-promise students, English Learner students, and foster/homeless youth to attend additional days/hours of in-person learning depending upon the context and unique needs of the student population at each elementary site.

Middle/High School: All students will engage in 100% remote learning until January 2021. In January 2021, students will engage in hybrid

learning model, attending in-person classes two days/week and attend classes remotely 3 days/week. There is an option for students receiving special education services, at-promise students, English Learner students, and foster/homeless youth to attend additional days/hours of in-person learning depending upon the context and unique needs of the student population at each elementary site.

Tk-12 students whose parents have opted for a full year of virtual learning will continue to receive 100% remote instruction through June 9, 2021.

The full safe school reopening plan is accessible here:
Safe School Reopening Plan Question & Answer Webinar: https://youtu.be/29KejxpmyX8
https://drive.google.com/file/d/1OpZu9N1FZEhQbncsT8rqvLveyRA8gw5X/view?usp=sharing (September 15, 2020: Safe School Reopening Proposal 2)

San Marcos Unified School District has taken the following safety precautions to prepare for classroom-based instruction:

1) Obtained all necessary personal protective equipment to ensure that all educators, staff members and students have access to gloves and masks when onsite learning resumes. Students will also have access to personal plexiglass desk shields to place atop desks or tables within the classroom. Teachers have the option to conduct online learning from their classroom, and each school site is equipped with the necessary equipment and PPE for the teachers to safely access the school site and their classroom. This includes no-contact thermometers for health screening, face shields, disposable masks, disposable gloves, and disinfectant/disinfectant wipes.Each site has access to foggers to be used by custodial staff when needed.
2) Schools will be equipped with desk shields for front office areas to ensure safety and service to the community.
3)Developed protocols for daily disinfection of areas used by students and staff with a focus on high-touch and horizontal surfaces. Disinfection will occur between uses by multiple student or staff groups.
4)The district's Maintenance and Operations department is reviewing the ventilation systems at every site to ensure that there is non-recirculated air in every classroom. The maintenance and operations staff, as well as the risk management team, will accompany each site administrative and health professional team on a walkthrough of the school campus and site facilities to ensure all buildings and surrounding areas meet health and safety guidelines and all safety protocols are in place.
5) Developed guidelines which limit campus access to ONLY staff and students. Parents, volunteers or other visitors will be prohibited from entering the school grounds unless it is an emergency.
6) Developed health and safety protocols which include daily screening for staff and students and temperature screening for all staff upon arrival to school sites. Identified a designated location on every campus for any student or staff members with COVID like symptoms.
7) Developed protocols for physical distancing in classrooms, offices and any room that will have open.
8) Developed protocols for clear and consistent hygiene practices that include the use of hand washing/hand sanitizer upon entering any classroom, office or other indoor rooms. Hand washing sinks and hand sanitizer will be available throughout the campus including providing portable sinks and stand mounted hand sanitizers in common areas. All sinks and hand sanitizer dispensers will be monitored by custodial staff for adequate supplies.
9) Developed protocols for the safe transport of students to and from school. All transportation buses will be disinfected before and after use. Additionally, protocols for boarding and disembarking have been established which includes symptom checking and requirements for all riders to wear masks. Physical distancing will be closely supervised while on the bus.

10) Developed structures for providing meals to students. "Grab and Go" meals will be distributed for students to eat in classrooms, in the cafeteria or the lunch court, while maintaining physical distancing.
11) Continue to collaborate with San Diego County and the Public Health Agency for the most current guidelines on health and safety measures and contact tracing.

SMUSD's onsite learning option will afford students access to daily in-person instruction which is designed and led by highly-qualified, credentialed teachers to ensure both academic success and social-emotional well being. Students will have access to community-building and SEL activities daily, within their classrooms, in an effort to form and maintain meaningful and positive relationships with teachers and peers. School social workers and counselors will be available to meet with students experiencing challenges re-acclimating to in-person learning, or students experiencing symptoms of trauma stemming from COVID-related challenges. Students evidencing a need will have access to both academic and behavioral interventions, provided by a highly qualified staff member. Students will also have access enrichment opportunities in the areas of visual and performing arts, STEAM, and literacy, among other elective and club domains.

Educators will continue receive professional development focused around the Essential Elements of Instruction. This year there will be a K-12 focus on NGSS and engaging students in relevant, hands-on learning experiences through inquiry and collaboration, aligned to NGSS. K-12 teachers and administrators will also continue professional development around the newly adopted Ready Math Classroom curriculum, inclusive of leveraging diagnostic and formative assessments to design and inform instruction, and supporting in-person learning with digital, personalized iReady math program tools. In order to continue to build pedagogical knowledge around best practices in blended and online learning, teachers will continue to participate in targeted professional development offered through the SMUSD Technology department, as well as trainings offered through the San Diego County Office of Education. All SMUSD teachers have been afforded access to copies of The Distance Learning Playbook as well as self-paced learning modules on the topic of the Distance Learning Playbook by Hattie, Fisher, and Frey. Teachers were availed training in Paper, a free, unlimited, anytime, on-demand tutoring service for students, inclusive of Tier 2 and Tier 3 intervention efforts for educators in order to close the teacher-student feedback loop and offer customized help and supports. An administrator and teacher-leader cohort will participate in the National Institute for School Leadership (NISL) Executive Development Program Training to develop cohesive and aligned leadership expectations and district-wide systems for student success. All K-12 sites will continue to participate in the English Learner Improvement Collaborative in partnership with the San Diego County of Education. Through this initiative, each site team will receive monthly individualized coaching sessions, and follow-up support, through SDCOE in areas around best practices for instructing and engaging English Learners and developing data-driven goals to improve outcomes for English Learners.

A priority focus for SMUSD students during these uncertain times is emotional and physical safety. Educators will embed social emotional learning and wellness lessons into classroom instruction via the district-adopted Second Step curriculum. The Virtual Student Support Task Force (VSST), consisting of school counselors, social workers, and school psychologists, was created with the purpose of developing procedures and documents to assist all SMUSD staff in supporting the mental health of students. Topics include self-harm and suicidal ideation protocols, student check-in processes, and available resources. The task force will continue to initiate community outreach in order to inform parents and families about these mental health and social-emotional resources and supports.SMUSD social workers will also create a bank of videos and resources for parents to access on how to address and support social, behavioral, and mental health realms within the home.

SMUSD will also continue and expand upon contracted mental health and counseling services with North County Family Counseling and

related providers to provide individual and family counseling services for SMUSD community members in need.

District plans for ensuring the social and emotional wellness include:
1) Implementation of interventions that are trauma and resilience informed
2) Implementation of measures to identify students and families in need of mental health supports
3) Connection of students and families to needed supports and services as early as possible
4) Implementation of district and community services within school sites evidencing highest levels of need (middle and high school sites)
5) Frequent check-ins with SMUSD staff, to ensure both physical and mental well-being.

SMUSD will continue equity based funding models to direct resources to the schools with the greatest need to address barriers and provide appropriate support based on each school's context. Each school within SMUSD will continue to develop, in collaboration with stakeholders, an annual School Plan for Student Achievement (SPSA), which will align with the district Learning Continuity Plan (LCP). 2020-2021 SPSAs will highlight strategies to address learning loss, enhance services and supports for English Learners, homeless and foster youth, students receiving special education support, and at-promise evidencing a need for behavior and/or academic supplemental interventions. Each school will also include goals around supporting students in the social-emotional realm as part of a multi-tiered system of support. Subsequently, all sites, through their school plans, will include parent engagement, outreach, and education actions.

All Tk-12 educators within SMUSD will rely on formative and summative assessment tools to determine student progress, needs, and to drive instruction. Students in grades K-10 began the school year by taking the digital iReady reading diagnostic test to provide valuable data pertaining to reading levels. Teachers use this data to design learning tasks and provide appropriate small group support, using district-adopted core curriculum to ensure access to standards-based instruction. Students will continue to take the iReady assessments throughout the year, and teachers will also have access to the corresponding iReady Reading personalized learning program data/reports to measure progress and determine appropriate interventions. At the elementary level, literacy specialists will assist site administrators to collect and analyze data to determine specific trends, as well as to gauge and track individual student progress. Similar to the iReady Reading Diagnostic, all students in SMUSD took the iReady math diagnostic in September 2020 to provide baseline performance to teachers for instructional purposes. All students will have access to the iReady digital personalized learning tools that correlate to the Ready Math district-adopted curriculum. District math instructional coaches will assist both teachers and site administrators to analyze and disaggregate math performance data, and to design appropriate intervention and challenge activities to ensure all students make growth. Additional assessment data will be acquired through curriculum-based assessments, and scores will be collected and housed via Synergy and Illuminate. English Learner students in grades K-5 will also take the Benchmark Advance ELPAC interim assessment to determine mid-year language proficiency progress. Site principals will include student performance data within their School Plans/Site Goals, and will re-assess students and review data with the district Superintendent and Instructional Services Assistant Superintendent three times per year. Both teachers and administrators will integrate student progress monitoring discussions and actions into weekly Professional Learning Community (PLC) meetings with site departmental and grade level teams.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Health & Safety - The district will ensure prior to physical school reopening, sites and workstations are equipped with proper sanitization materials, personal protective equipment (PPE), desk shields for students and front office administrative staff	$545,574	No
Health & Safety - The district has developed and articulated health and safety protocols which include entrance/egress procedures, daily screening with thermometers (for staff) and established protocols, including designated areas for potentially ill individuals if symptoms are detected.	$130,744	No
Health & Safety: SMUSD will hire a safety consultant who will join representatives from the Maintenance and Operations Department, Risk Management Team, and Health Team (clerks/nurses) and site administrators in walking/examining campuses to ensure all safety measures have been properly implemented prior to in-person school reopening	$50,000	No
Health & Safety: SMUSD will hire an additional 20 custodians to provide extra cleaning/sanitation support to all school sites upon reopening.	$1,523,111	No
Health & Safety: The District will collaborate with public safety officials and the district transportation department to develop protocols for the safe transportation of students to and from school following health guidelines. All school bus drivers will receive training in these protocols prior to reopening campuses for in-person learning.	0	No
Instruction: SMUSD will continue to contract with the San Diego County Office of Education to provide individualized site team coaching and resources/training in the area of best practices in supporting English Learners via the English Learner Improvement Collaborative (ELIC). Teachers will be paid additional hours for collaboration and resource/plan development.	$70,000	Yes
Instruction: Teachers will receive professional development in NGSS and inquiry-based learning pedagogy in collaboration with the K-12 Alliance.	$100,000	No

Description	Total Funds	Contributing
Middle School Second Step SEL Curriculum licenses to address SEL needs through cohesive and research-based curriculum	$6,800	Yes
Social Workers will create bank of video and print resources to support student mental health and well-being	$5,000	Yes
Site Teams will receive training in Trauma-Informed Care and Risk Assessment Referral Protocols	$8,000	Yes
Math Coaches/Teachers on Special Assignment will guide teachers in effective implementation of new math curriculum, and work with PLCs to develop and analyze formative assessments corresponding to essential standards in order to monitor student progress, drive instructional practices, and design effective and targeted interventions in mathematics.	$450,000	No
Literacy Coaches/Teachers on Special Assignment will provide supplemental intervention support to students not making adequate growth in ELA	$1,200,000	Yes
English Learner Coordinators will provide additional case management and academic intervention support to English Learners at comprehensive high schools.	$300,000	Yes
Additional tutoring will be offered to secondary EL Newcomer Students to focus on English language acquisition and foundational literacy	$35,000	Yes
Additional tutoring will be offered to elementary EL students as an extended school year for 4 weeks (Summer 2021)	$250,000	Yes

Description	Total Funds	Contributing
Homeless and Foster Youth Liaison will conduct individual wellness checks/conferences with students as well as procure and provide needed resources (transportation, school supplies, extra tutoring, personal care items)	$40,000	Yes
North County Family Counseling contract to provide individual, group, and family counseling to students in need in accordance to MTSS protocols and referral processes.	$450,531	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

San Marcos Unified launched the 2020-2021 school year in online learning for all students based on the recommendations of state and local health and safety professionals. On September 15, 2020 the SMUSD Governing Board approved a safe school reopening plan and model.

Elementary: Hybrid Model: Kindergarten and first grade students will attend in-person classes 4 days/wk and engage in remote learning one day per week (beginning October 12, 2020). 2-5th grade students will attend in-person classes two days per week (A/B model) and engage in remote learning 3 days/wk beginning in November 2020. There is an option for students receiving special education services, at-promise students, English Learner students, and foster/homeless youth to attend additional days/hours of in-person learning depending upon the context and unique needs of the student population at each elementary site.

Middle/High School: All students will engage in 100% remote learning until January 2021. In January 2021, students will engage in hybrid learning model, attending in-person classes two days/week and attend classes remotely 3 days/week. There is an option for students receiving special education services, at-promise students, English Learner students, and foster/homeless youth to attend additional days/hours of in-person learning depending upon the context and unique needs of the student population at each elementary site.

Tk-12 students whose parents have opted for a full year of virtual learning will continue to receive 100% remote instruction through June 9,

2021.

The full safe school reopening plan is accessible here:
Safe School Reopening Plan Question & Answer Webinar: https://youtu.be/29KejxpmyX8
https://drive.google.com/file/d/1OpZu9N1FZEhQbncsT8rqvLveyRA8gw5X/view?usp=sharing (September 15, 2020: Safe School Reopening Proposal 2)

SMUSD uses district-adopted, standards-based core curriculum in the areas of ELA/ELD (Benchmark, Springboard, Connections), Math (Ready Math Classroom), and Science (Mystery Science for grades K-5). All of the adopted curriculum includes adaptations for asynchronous and synchronous distance learning. Additionally, teachers and students have access to a variety of online learning platforms, including Google Classroom and Google Suite, Zoom, NearPod, Seesaw, Newsela, Thrively, Screencastify, and Flipgrid. Students are also able to access personalized learning digital programs in ELA and math via iReady. These tools can be used flexibly regardless of the method of delivery allowing for a seamless transition between in-person and online learning. Students in grades 4-12 are also availed access to Paper, an on-demand virtual tutoring service, providing unlimited, equitable tutoring support 24 hours a day, in order to close the achievement gap through provision of live instructional help in any subject area, as well as personalized essay feedback.

Students enrolled in the remote Independent Study program at Foothills High School will continue to use Edgenuity digital curriculum for self-paced online courses.

The digital tools were selected to ensure:
-Access to rigorous, grade level standards
-Opportunities for robust synchronous and asynchronous instruction
-Opportunities for educators to engage with students via small and whole group instruction, as well as individualized instruction
-Opportunities for students to collaborate in whole or small "break out" groups
-Access to digital diagnostic, formative, and summative assessments across ELA and Math
-Opportunities to share/post assignments as well as provide individualized and targeted student feedback
-Software to measure student attendance and engagement/participation
-Accessibility options for students with special learning needs
-Parent communication tools
-Progress monitoring tools/reports
-Supports for student well-being and SEL supports/ learning
-Embedded, relevant professional development for teachers
-Inclusion of tutorials for parents/guardians/caregivers

Distance Learning Schedules:

2020-2021 SMUSD Elementary Remote Instruction Schedule

Time Monday

8:15 – 8:30 am Teacher Prep
8:30 – 8:45 am Morning Meeting SEL & Community Building (live)
8:45 am – 10:10 am
ELA & Math
English Language Arts (30 minutes live)
Mathematics (30 minutes live)
10:10 am – 3:45pm
(Teachers)
PLC/ Grade Level Planning/ Prep / Staff Meeting/ Professional Development
IEPs
Student Reengagement (emails, phone calls, conferencing)
Lunch
Time Tuesday – Friday
8:15 – 8:30 am Teacher Prep
8:30 – 8:45 am Morning Meeting SEL & Community Building (live)
ELA Block
(90 minutes)
English Language Arts
Whole and small group instruction (60 minimum live minutes)
Student independent practice/ small group practice (30 minutes)
Break 15 minutes
Math Block
(60 minutes)
Mathematics
Whole group and small group (35 minimum live minutes)
Student independent practice/ small group practice (25 minutes)
Lunch 45 minutes
ELD/Intervention/
Enrichment ELD/Intervention/Enrichment (30 minutes live)
Independent Practice/Student
Support
Independent Practice/Student Support (30 live/independent work)
Independent practice/1:1/small group support
Science
(Mystery Science) Mystery Science (30 minutes – live/independent based on the lesson)
Specials Rotations 60 mins combination of live and/or on demand based on site
2:45 pm Student Dismissal
2:45 – 3:45 pm Teacher Prep/Team Collaboration/IEP

SMUSD Middle School Remote Instruction Schedule
Time Monday
8:15 am – 8:30am Teacher Prep
8:30 am – 9:00am Period 1 - 30 minutes (live)
9:00 am – 9:10 am Passing Period
9:10 am – 9:40 am Period 2 - 30 minutes (live)
9:40 am – 9:50 am Passing Period
9:50 am – 10:20 am Period 3 - 30 minutes (live)
10:20 am – 10:30 am Passing Period
10:30 am – 11:00 am Teacher Prep
11:00 am – 11:30 am Teacher Lunch
11:30 am -- 11:35 am Passing
11:35 am – 1:15 pm PLC (Staff/Team Meetings)
1:15 pm – 3:45 pm Prep Time
Time Tuesday – Friday
8:15 am – 8:30 am Teacher Prep
8:30 am – 9:50 am
Period 1
50 minimum live minutes (whole group/small group)
30 minutes of independent/small group practice
9:50 am – 10:00 am
Passing Period
10:00 am – 11:20 am
Period 2
50 minimum live minutes (whole group/small group)
30 minutes of independent/small group practice
11:20 am – 11:30 am Passing Period
11: 30 am – 12:00 pm
Advisory
30 minutes of combo
12:00 pm – 12:10 pm Passing Period
12:10 pm – 12:40 pm Lunch
12:40 pm to 12:50 pm Passing Period
12:50 pm – 2:10 pm
Period 3
50 minimum live minutes (whole group/small group)
30 minutes of independent/small group practice

2:10 pm
Student Dismissal
Continue to work on independent work
2:10 pm – 2:20 pm Passing Period
2:20 pm – 3:45 pm Teacher Common Prep

SMUSD High School Remote Instruction Schedule
Time Tuesday – Friday
7:00am – 8:20am
Period 0
50 minimum live minutes (whole group/small group)
30 minutes of independent/small group practice
8:20am – 8:30am Passing Period
8:30 – 9:50 am
Period 1
50 minimum live minutes (whole group/small group)
30 minutes of independent/small group practice
9:50 – 10:00am Passing Period
10:00am – 11:20am
Period 2
50 minimum live minutes (whole group/small group)
30 minutes of independent/small group practice
11:20 am – 11:30am Passing Period
11: 30am – 12:00pm Advisory - 30 minutes of combo
12:00pm – 12:10 pm Passing Period
12:10pm – 12:40pm Lunch
12:40pm to 12:50pm Passing Period
12:50pm – 2:10pm
Period 3
50 minimum live minutes (whole group/small group)
30 minutes of independent/small group practice
2:10pm – 2:20pm Passing Period
2:20pm – 3:40 pm
Period 4
50 minimum live minutes (whole group/small group)
30 minutes of independent/small group practice
3:50pm – 4:50pm

Period 7
35 minimum live minutes (whole group/small group)
25 minutes of independent/small group practice

For the 2020-2021 school year, the school day will include a minimum of three-hundred and sixty (360) minutes of synchronous and asynchronous learning for students. Teachers will provide a minimum of 3 hours of live instruction Tuesday-Friday.

Structures for daily student collaboration will be included, leveraging digital tools and platforms such as Zoom, shared google documents and slides, and Flipgrid/Seasaw. These student interactions shall be designed to maximize students engagement in meaningful relevant topics that will ignite extended conversations, and are grounded in the Essential Elements of Instruction. Student collaboration will be tailored to the delivery model.

Additional opportunities for student enrichment were built into the distance learning schedule and are inclusive of ELA-integrated independent STEAM challenges, Project Lead the Way engineering pre-recorded lessons, Physical Fitness virtual lessons, and VAPA strategic plan-aligned virtual "Art on Demand" lessons, recorded by professional artists in partnership with the California Center for the Arts, Escondido. Elementary students opting for the "full year remote learning" option will also be provided with "take home" art kits in order to have needed materials to execute the pre-recorded art lessons. Students have the opportunity to access the full menu of enrichment activities and "at-home" challenges/lessons anytime, anywhere via the SMUSD Student Enrichment website.

Grouping structures for students will be determined by highly-qualified teachers based on baseline diagnostic and formative assessment data, in accordance with the needs of students. Instruction includes: whole group, small group, and individualized instruction. Educators will employ synchronous and asynchronous learning modalities to provide students the time and tools necessary to master grade level standards and to make a minimum of one year's growth over the course of the year, reaching or exceeding proficiency in all areas. Students evidencing a need for additional support will receive a "double dose" in ELA or math from their instructors during the intervention/enrichment blocks. Designated ELD is also provided on a daily basis via small group instruction. All ELPAC level 1 and 2 students will have access to the Rosetta Stone software, to build language proficiency in a virtual format, through personalized learning. Secondary EL newcomer students will be afforded after school virtual tutoring from a credentialed teacher. All secondary EL students will receive personal support and individual check-ins from site-based EL Coordinators. Students receiving special education support work with education specialists and related service providers virtually, according to their IEP requirements. Site intervention teams at the elementary level will also develop intervention lessons and resources for students not working at grade level or making adequate progress. Foster and homeless youth will receive personalized communication via zoom, phone calls, or email from community and homeless liaisons, as well as counselors and social workers (depending upon the site support model) to ensure access and engagement in regards to virtual learning and related SEL supports, in addition to basic needs.

On-going assessment and feedback from teachers is a critical component to support student learning. Educators will use a broad range of tools, both digital and traditional, to assess and provide feedback to students. Digital tools include opportunities for observation during videoconferences and annotations that can be done in real time while students are composing work online.

Administrators will help to ensure continuity of high quality instructional delivery through a system of virtual walkthroughs, providing feedback to teachers (Administrators will receive PD in offering feedback for remote instruction using the district's instructional frameworks of EEI & "How People Learn")

Professional Development for educators will be a priority for San Marcos Unified 2020-2021. Educators in SMUSD began the school year with three full days of virtual professional development around best practices in distance learning. Training options included: Distance learning pedagogy for English Learners presented by the San Diego County Office of Education, Ready Math Classroom and iReady Diagnostic and program training, self-paced learning modules from The Distance Learning Playbook by Hattie, Fisher, and Frey, specialized training in google suite, Nearpod, Seesaw, and Zoom platforms, training in Genius Hour around inquiry-based learning and creation of passion projects, Trauma-Informed Care, and additional , content-specific topics.

Parents and caregivers will have opportunities to receive training and support as they take on new responsibilities and roles in their children's education. Each site provided parents with an overview of distance learning and related platforms through virtual orientations and Back to School Nights. Additionally, there is a technology helpline available to both English and Spanish speaking parents, to offer personalized, live assistance related to accessing digital tools and learning platforms. Parents are also able to access the parent technology support website anytime, anywhere. This site offers parents resources and video tutorials to assist in the navigation of distance learning. For Spanish speaking parents, two high-need sites, La Mirada Academy and San Marcos Middle School, will offer parents the opportunity to enroll in the Parent Institute for Quality Education (PIQE), offering weekly workshops for parents in areas relevant to supporting student learning. All Spanish-speaking families will be invited to attend six sessions conducted virtually through the Mano-A-Mano organization, educating parents on topics such as how to support distance learning at home, how to address student anxiety/depression, and other relevant academic, wellness, and social-emotional topics specifically designed for parents.

Gifted and Talented (GATE) students will continue to be placed in classes based on district policy. Teachers will provide accelerated opportunities to students in core subject areas and will work with students in small groups to facilitate learning in order to provide differentiated learning. Site administrators will be provided with information regarding ways they can support GATE students via online learning.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

SMUSD dedicated three weeks, from March 16-April 3, 2020, to connecting with every family in the district via survey, email, phone call or home visit, and ensuring every family had internet connectivity, and a device for each student in the household. Devices and mobile hotspots (if needed) were distributed both at the site, and delivered to households by district personnel. Devices were then returned after June 10, 2020 to school sites for maintenance. In Fall 2020, each school site distributed a chromebook to every enrolled student, logging the device distribution within a district database. Parents picked up instructional materials, including devices, textbooks, and other related materials from the school sites. Counselors, social workers, and community liaisons delivered devices and materials to families unable to pick up from the school site. Families were surveyed regarding internet access, and were provided with free or reduced cost internet if needed. Personal outreach (phone calls, emails, home visits) were made to any families who did not arrange for pick up or delivery of student chromebooks to ensure all students received a device.

Physical support centers will also be set up in multiple locations to allow families to exchange student devices when technical phone support is unable to resolve the issue and their school is not open nor able to provide a replacement device.

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Daily participation is tracked through the attendance program Synergy. Teachers mark the students absent if students are not logging onto the Distance Learning Platforms, and attendance clerks will modify attendance coding as required.

The Weekly engagement records to track synchronous and asynchronous assignments are extracted from various Distance Learning platforms. These reports will be kept and available in electronic format, and will show assignments for all students by the classroom teacher.

Instructional minutes are maintained at the District office and there are individual templates for Elementary, Middle and High School. The instructional minutes templates outlines the synchronous/asynchronous time for each group and meets or exceeds the minimum day requirement of instructional minutes set forth by Ed code 43504 for the various grade levels.

SMUSD will purchase the Lil Sis program to aid in the data collection of student engagement.

SMUSD also developed a student tiered student re-engagement plan, consisting of the following:
1) Student has 3 unexcused absences in a week.
Student has not engaged in class 3 days in one week's time.
• Teacher contacts parent, by phone and electronically for a minimum of 2 times, to discuss concerns.
Items to be considered:
Barriers to accessing their classes
Parent understanding of the technology

2) Student has 6 unexcused absences in a two-week time frame.
Student has not engaged in class 6 days in a two-week time frame.
• Teacher refers student to the School Counselor/School Social Worker. Also, a list will be generated and sent to the school sites with names of students not engaging.
• School Counselor/School Social Worker discusses interventions with student and parent to increase the student's engagement/attendance and implements interventions.
• If the student has an IEP, the School Counselor/School Social worker will work collaboratively with the student's case manager. Parents must be included in the development of intervention and provide consent to implementing the intervention.

3) Student has 9 unexcused absences in a three-week time frame.
Student has not engaged in class 9 days in a three-week time frame.
- Teacher, School Counselor/School Social Worker informs Site Administration of engagement/attendance concerns. Also, a list will be generated and sent to the school sites with names of students not engaging.
- Administrator contacts parents to schedule a SART meeting. To collaboratively discuss interventions.
- School Psychologist needs to be involved if the student has an IEP and the team needs to hold an amendment meeting to discuss attendance concerns

4) Student has 12 unexcused absences in a four-week time frame.
Student has not engaged in class 12 days in a four-week time frame.
- Student is referred to the District's Parent Liaison

(view SMUSD Tiered Re-Engagement Plan:
https://docs.google.com/document/d/1Cv3iHy3Z1XiNiwPloghBSblwtpDRTpjmNRIsV3rcfAA/edit?usp=sharing)

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Professional Development for educators will be a priority for San Marcos Unified 2020-2021. Educators in SMUSD began the school year with three full days of virtual professional development around best practices in distance learning. Training options included: Distance learning pedagogy for English Learners presented by the San Diego County Office of Education, Using Zoom to Enhance Parent Engagement, Ready Math Classroom and iReady Diagnostic and program training, self-paced learning modules from The Distance Learning Playbook by Hattie, Fisher, and Frey, specialized training in google suite, Nearpod, Seesaw, and Zoom platforms, training in Genius Hour around inquiry-based learning and creation of passion projects, Trauma-Informed Care, and additional, content-specific topics, Restorative Justice, Youth Mental Health, Engaging Students in Digital Learning Platforms, and Middle and High School PLC/planning for distance learning. All teachers and administrators were also provided with a copy of the Distance Learning Playbook to complement the PD in this area, and to reference at any time.

The full menu of PD topics offered in August 2020 may be accessed here:
https://docs.google.com/document/d/1TP1227J4J4Nxonm0tBRyP0ns-mnPxt-7PNdLpG2kgMo/edit?usp=sharing

In addition to the above PD opportunities, every Monday will be dedicated to site-specific professional development and collaboration (professional learning community) time for staff. Educators in SMUSD will also have access to the Technology PD website, where they may

access pre-recorded modules and tutorials anytime, anywhere. There is also a staff technology helpline available to assist certificated and classified staff in navigating digital platforms.

SMUSD will also :

-Provide designated and integrated ELD teacher professional development and instructional support to ensure English Learner students learn English and can meet grade level expectations.

-Provide professional development for Education Specialists, Service Providers, and Instructional Aides to ensure staff is proficient remote instruction

- Provide site administrators PD in offering feedback for remote instruction using the district's instructional frameworks of EEI & "How People Learn"

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

The District's reopening plan is focused on meeting the academic and social emotional needs of students while ensuring the health and safety of staff and students. Staff roles and responsibilities include:

- Classified clerical employees adjusting their work to focus on monitoring attendance and working with families to ensure access to online resources and instruction.
- Classified Noontime and Campus Supervisors will be supporting the continued distribution of technology and instructional materials to students
- Child Nutrition Services staff shall continue to prepare and distribute daily "Grab and Go" meals to students
- Designated classified and management employees will be assigned to work in roles to enroll students, clean and sanitize school sites and other tasks related to returning students to on campus instruction.
- Nurses & Health Clerks will continue to work in close collaboration in order to identify the health and wellness needs of students and families at each school site. Health professionals will continue to provide a rapid health response to eliminate any health barriers to distance learning. Health Professionals will continue to ensure students are up-to-date with vaccines, have appropriate health supports needed to meet Individualized Health Plans (when needed), and provide resources and assistance to school communities on health/safety District protocols, hygiene education, COVID-19 prevention spread, and other preventative information that supports the wellness of students, families, staff and schools.
- Para Educators may engage in professional development to learn new skills necessary to partner with teachers to support online learning. They will work in collaboration with general education and education specialists to support student learning in both whole groups and small groups online.

Certificated staff are required to use the district digital tools and platforms, primarily Google Classroom and Zoom. Teachers are required to provide live instruction, via Zoom, for a minimum of three hours per day Tuesday-Friday. Mondays staff are required to attend professional development, staff meetings, or engage in PLC work. Staff will make personal connections (phone calls, zoom, emails, etc) with students and families and will offer a virtual Back to School Night to review curriculum, expectations, and available supports for students.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

English Learner Supports include:

- Daily integrated and designated ELD at all levels
- District EL Coordinator will collaborate with site EL coordinators to support teachers with specific strategies to use for ELs in remote instruction
- Developing a resource hub for teachers
- Use of new diagnostic tools (iReady)

Supports for students w/IEPs include

- Ed. Specialists and related service providers to provide continuity of learning to the greatest extent possible
- In person assessments when viable following health guidelines and safety mitigation
- Ed. Specialists to work collaboratively with core content teachers to provide access to lessons and activities as indicated in IEP

Supports for students in foster care, students experiencing homelessness include:

- McKinney Vento (homeless) and foster youth liaison at each school who is responsible for monitoring the grades and attendance of the MV and FY students at their school sites. If the child is having difficulties they will reach out to a variety of sources to provide the necessary assistance. Some of the assistance includes mental health counseling, supplies, clothing, school supplies, hygiene supplies.
- Parent liaison reaches out to MV families who may be experiencing a barrier to their child's education. She looks into different supports for the families (food, shelter, online access,clothing, school supplies, hygiene supplies)
- SSW's have done some wellness checks at the homes of MV and FY students.

SMUSD district office teams shall:

- Provide designated and integrated ELD teacher professional development and instructional

support to ensure English Learner students learn English and can meet grade level

expectations.

- Provide professional development for certificated staff on supporting students social emotional needs in a distance setting with a focus on Trauma Informed Care, Youth Mental Health First Aid, and Restorative Practices.
- Provide professional development for Education Specialists, Service Providers, and Instructional Aides to ensure staff is proficient remote instruction
- Maintain multi-tiered, multi-domain systems of support for vulnerable populations in alignment with the SMUSD MTSS Framework
- Ensure access to live, 24-hour instructional support in any subject area through the Paper on-demand tutoring and essay feedback service.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Three Days of Professional Development for Certificated Staff (August 2020) in Areas Related to Supporting Student in Distance Learning, Trauma Informed Care/Youth Mental Health, Supporting English Learners, and Content-Specific Professional Learning Communities	$700,000	Yes
Innovation Teachers on Special Assignment (TOSAs) will create ELA-integrated asynchronous, on-demand STEAM lessons for elementary students	$30,000	No
Physical Education Teacher will create fitness enrichment on-demand videos for students to access as a supplement to instruction	$10,000	No
Elementary Remote Instruction Students will receive digital access to Art on Demand Fine Arts Lessons, with At-Home Art Kits distributed in order to ensure equity and access	$50,000	Yes
Elementary Teacher Remote Instruction website created to provide lesson plans and digital resources to support distance learning in ELA, ELD, & Math	0	Yes
Elementary Student Distance Learning Enrichment Website to provide students access to supplemental academic enrichment activities to support distance learning	0	No

Description	Total Funds	Contributing
Teacher Technology Support Website with Tutorials/Resources and Technology Helpline created to support staff in distance learning	$20,000	Yes
Parent /StudentTechnology Support Website with Tutorials/Resources and Technology Helpline created to support parents/students in distance learning. Helpline and video tutorials for Spanish-speaking parents/students also created.	0	Yes
Elementary English Learners Provided Summer Virtual Tutoring Prior to Launch of 2020-2021 School Year to Address Learning Loss Related to COVID school closures at 3 highest need sites	$100,000	Yes
Secondary EL Newcomer Students Provided Summer Virtual Tutoring to Address Learning Loss Related to COVID school closures	$10,000	Yes
Chromebook purchase to supplement existing devices for 1:1 distribution for all SMUSD students	$288,000	Yes
Mobile hotspot purchase for students without access to connectivity	$22,800	Yes
Mystery Science Curriculum purchase to support Online Learning aligned to NGSS at the elementary level	$5,000	Yes
Distance Learning Playbook purchased for all SMUSD teachers and administrators	$46,000	Yes
Zoom account purchased for all SMUSD educators to engage students in online learning	$58,575	Yes

Description	Total Funds	Contributing
Seesaw learning and portfolio platform purchased for all elementary teachers	$25,355	Yes
Nearpod digital software purchased for SMUSD teachers to support distance learning	$75,363	Yes
Screencastify accounts created for all SMUSD educators to record asynchoronous distance learning lessons	$10,800	Yes
Newsela licenses purchased for all secondary students to access distance learning activities to support ELA, Social Studies/History, and Science	$21,500	Yes
Genius Hour Master Class self-paced virtual professional development purchased for elementary teachers to support inquiry based learning in remote instruction	$1,000	No
Thrively licenses purchased for full-year remote secondary students to support enrichment opportunities as a supplement to Core curriculum in distance learning	$1,500	No
iReady online diagnostic assessments and personalized learning software purchased for progress monitoring and universal, tier one learning support for K-8 students.	$186,300	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

SMUSD recognizes and acknowledges the urgent nature of pupil learning loss caused by the closure of physical campuses from March 2020 through the present time. San Marcos staff will prioritize mitigating learning gaps due to COVID-19. Every site team within the district shall implement research-based strategies to accelerate student learning, while simultaneously addressing the mental health and well-being of our students. San Marcos Unified will not implement retention practices as a method to address learning loss, but will focus all collective efforts on intervention and learning acceleration to ensure all students achieve at high levels. SMUSD will focus on accelerating learning for students who have fallen behind, prioritizing our most at-promise, and most vulnerable student groups. Students will have access to "double dose" ELA, ELD, and math instructional blocks, in order for teachers to work with small groups of students on pre-teaching and re-teaching target skills and standards. Practice opportunities will be meaningful, and supported by digital technology that affords all students access to adaptive personalized learning with frequent, program-embedded assessment used to drive educator instructional practices and provide progress-monitoring reporting.

All relevant teachers will receive training on how to use high-quality diagnostic assessments to determine what students have learned and what they haven't in an effort to design and sequence learning to include "just in time" support for students who are behind. The primary tools the district has adopted and purchased for this purpose include the iReady reading and math diagnostics, used as universal tools. Teachers will also integrate curriculum-based formative and summative assessments (adhering to use of guaranteed and viable standards-based, adopted curriculum) in ELA, ELD, and. math, as well as teacher-created informal assessment tools. Included within educator schedules is time for teacher planning and collaboration, as well as on-going professional development designed to elevate instructional practices. Teachers will also have access to ELPAC interim assessments (K-6) and CAASP Interim Assessments (3-8, 11th grade) to use as a tool to determine student progress towards grade level expectations in state standardized assessments. Student assessment data will be housed and tracked via the Illuminate data management and assessment platform. All prospective (initial ELs) and returning English Learners will be given the ELPAC to determine English language proficiency levels, and to design appropriate instruction and supports for students learning English. All students in designated testing grades will participate in CAASP testing in Spring 2021.

Both remote and in-person student instructional schedules include small group/individual instruction, intervention blocks, and designated ELD. All school sites will create 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. Each site will also develop an annual goal 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. The SMUSD Superintendent shall meet with all site principals three times per year to review the specific goals and goal progress included within the SPSAs. The expectation is all students within SMUSD will make at least one year of academic growth within the 2020-2021 School Year.

SMUSD will continue to offer extended school year (summer school) learning opportunities for qualifying special education students and English Learners, using research-based curriculum, with instruction delivered by highly qualified teachers. Foster youth and students experiencing homelessness will also be given priority for extended instruction via tutoring through the district ASES and ASSETS programs.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

The district will address learning loss, resulting from emergency campus closures, by providing instruction to students that is standards-aligned, evidence-based, and incorporates a guaranteed and viable curriculum to ensure district-wide cohesion alignment, and access to rigorous instruction. All SMUSD teachers will continue to deliver effective instruction that is grounded in the Essential Elements of Instruction and How People Learn (NISL). Teachers will conduct on-going formative assessment of student learning throughout the lesson and will provide appropriate scaffolds and evidence-based interventions for students who require additional assistance. SMUSD educators shall continue to provide both small group and individualized instruction, as well as access to personalized learning pathways offered through the iReady and new Rosetta Stone digital programs. SMUSD launched the 2020-2021 School Year with professional development in best practices for using iReady diagnostics, strategies for engaging students in in-persona and distance learning, and training in pedagogy around content-specific areas.

SMUSD purchased the following software to assess and engage students, providing adaptive and personalized learning pathways:
iReady reading
iReady math

SMUSD also purchased Paper, a digital tutoring platform, providing on-demand assistance in any subject area, for all students in grades 4-12.

Every school site, through the collaborative development of School Plans for Student Achievement, shall develop multi-tiered systems of support in academic, behavior, social-emotional, and college and career readiness realms, dedicating appropriate resources to ensure students evidencing a need are identified and offered on-going, targeted, evidence-based supplemental supports. All elementary sites employ Literacy TOSAs, who provide instructional coaching as well as lead teams of intervention teachers and classified staff to offer additional small reading group instruction to students not making adequate progress in ELA. The district also employs six math TOSAs, who are able to provide instructional coaching and co-develop and analyze formative assessments in mathematics, as well as design supplemental math instruction for students evidencing a need. Additionally, SMUSD employs three EL Coordinators, who are able to provide instructional coaching around ELD and the provisions included within the CA Roadmap for English Learners, as well as the SMUSD English Learner Master Plan. Coordinators are also able to provide individualized student check-ins, and provide additional tutoring and mentee opportunities for students evidencing a need at the secondary level.

Low Income, Homeless and Foster Youth:

The district will continue to address equity gaps for low income, homeless and foster youth by ongoing implementation of needs assessments, development of goals based on identified needs and by providing social services, wellness strategies, social, emotional and academic supports. SMUSD continues to employ school social workers at every school site, who 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. SMUSD will continue its partnership with North County Family Counseling to offer additional group, individual, and family therapy to secondary students.

The district Director of Student Services, as well as the District Community Liaison, 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 to 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.

English Learners:

In an effort to address learning loss and accelerate learning for English learners (ELs), the district will provide students with daily, designated ELD via targeted, small instruction. Integrated ELD will also occur throughout the day, across all content areas via purposeful scaffolding, explicit vocabulary instruction, and integration of assistive technology and visual aids. SMUSD will continue to collaborate with the San Diego County Office of Education to integrate the English Learner Improvement Collaborative, a combination of customized, on-site coaching, development of shared resources, a data tracking system (CORE Dashboard), and targeted professional development designed to elevate instructional practices in educating English Learners to improve outcomes for students. This job embedded coaching will support the classroom educators to develop instructional practices and interactions to meet the needs of each language learner.

Student progress shall be monitored through formative assessments; to include measures gathered from observed oral interactions, written work, exit slips, and conferring. Elementary students will also take the Benchmark AdvanceELPAC Interim Assessment to assist in progress monitoring and to guide instructional practices. Educators will also track student progress through curriculum-based district assessments (Benchmark, Springboard, Collections, iReady). Educators will use data from formative assessments to provide students specific and targeted feedback, which which also be inputted into the CORE Dashboard. Teachers shall routinely adjust instruction according to student performance, creating opportunities for extension and
e-engagement. Students not making adequate progress shall be referred for intervention support, supplemental tutoring, or extended year learning opportunities through the English Learner Summer program.

Strategies for interventions shall come primarily from the CA English Learner Roadmap, English Learner Toolkit of Strategies, The CA ELA/ELD Framework, and The CA Practitioner's Guide for Educating English Learners with Disabilities. These resources may be accessed through the SMUSD English Learner Resource shared drive. Each site houses an Assistant Principal who serves as the English Learner Improvement Collaborative lead faculty. This AP will continue to lead the site in improvement efforts for English Learners designed with the unique student needs and site context in mind. The Assistant Principal and ELIC team shall meet with the SDCOE ELIC Facilitators on a monthly basis to set and review goals and EL student progress monitoring data, design appropriate professional development for site teams, and create strategies and interventions to address the gaps in student performance within the reading, writing, listening, or speaking domains. The AP shall share site data and goals with parents via ELAC meetings, as well as individual conferences, in order for parents to consult, provide feedback or advise. District summary information regarding the English Learner Improvement Collaborative will also be shared at DELAC meetings, with site teams invited to present and share findings and progress.

Pupils with Exceptional Needs:

SMUSD will ensure access to strategies with prioritizing the general education standards or alternative standards that are essential for students. Multi-disciplinary teams (IEP providers, general education teachers, education specialists, and related service providers) will work together to ensure access to the least restrictive environment, while ensuring students receive additional supports and specialized academic instruction as outlines in IEP documents. Progress Monitoring will be on-going, through goal progress data collection, tracking, and analysis. Goal progress will continue to be shared with parents/guardians at regular intervals. Students with exceptional needs may also have additional supports through their IEP for small group/individual instruction.The district will continue to offer a continuum of placement options for families. IEP meetings and IEP-related services and supports will be conducted virtually as needed during distance learning and physical campus closures.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

San Marcos Unified will continue to measure the effectiveness of services and supports using an on-going cycle of monitoring student progress. Weekly PLC meetings will be devoted to analyzing student formative and summative assessment data, to determine trends in understandings and misunderstandings, and to adjust instruction accordingly, allowing opportunities for student re-engagement/re-teaching/intervention via small group or individualized instruction. SMUSD will continue to adhere to the district-wide MTSS Framework in order to provide appropriated, tiered interventions to students evidencing a need in the academic, behavioral, social-emotional, or college and career readiness realms. Each site will create, in collaboration with key stakeholders, including School Site Council, English Learner Advisory Council, students, and staff, and parents, a School Plan For Student Achievement (SPSA), based on school data, inclusive of goals addressing student academic performance (with subgoals addressing performance of specific student groups: Students with Disabilities, English Learners, Foster/Homeless Youth), provision of multi-tiered systems of support, professional development, parent engagement, and instructional leadership. The SPSAs and goal progress shall be reviewed at monthly ELAC/SSC meetings, and goals will be reviewed and discussed three times per year with the superintendent during principal goal meetings.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
District Homeless/Foster Liaisons will Coordinate Individual Check-Ins with Foster/Homeless Families and facilitate needed resources/supports	$50,000	Yes
Supplemental After School and Extended School Year Instruction/Tutoring will be availed to English Learner Students not making adequate progress in English language acquisition domains	$200,000	Yes
English Learner Students (Elementary) evidencing a need (based on ELPAC proficiency) will be provided with access to new Elementary Rosetta Stone literacy program	$50,000	Yes
All SMUSD schools will receive personalized coaching in best practices for educating English Learners by San Diego County Office of Education Consultants	$70,000	Yes
Paper software: On-demand digital tutoring program (grades 4-12)	$367,500	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

The COVID-19 pandemic has resulted in detrimental effects on the mental health and social and emotional well-being of San Marcos Unified community members. The mental health and well-being of SMUSD students, staff, and families is a top priority for the 2020-2021 School Year. The district will ensure schools enact system-wide practices, including community engagement, staff wellness, and classroom practices. Social and Emotional Learning (SEL) will be integrated through class meetings, advisory periods, explicit instruction using the district-adopted Second Step program, and ongoing assessment and evaluation of students′ needs. The SMUSD Virtual Student Support

Task Force (VSST), consisting of school counselors, social workers, and school psychologists, was created in March 2020 with the purpose of developing procedures and documents to assist all SMUSD staff in supporting the mental health of students. Topics included self-harm and suicidal ideation protocols, student check-in processes, and available resources. The task force initiated community outreach in order to inform parents and families about these mental health and social-emotional resources and supports. The VSST will continue these efforts throughout the year in 2020-2021.

Educators were availed professional development in August 2020 around Second Step SEL instruction, community-building, restorative justice and practices, trauma informed care, and youth mental health. Additional opportunities in these realms will occur on an ongoing basis throughout the year. SMUSD will continue to use data from CAL-SCHLS surveys, including The California Healthy Kids Survey (CHKS). This information will be used to identify trends and risk factors observed within the SMUSD community. School social workers and counselors will continue to assess students' mental health needs based on students' behavioral, social, emotional and/or academic progress. When students are in need of mental health and/or counseling support, teachers will collaborate with school counselors, mental health professionals, school psychologists and site administrators to determine a plan to support and provide timely and appropriate

intervention for students. The district will continue to contract to outside agencies including North County Family Counseling to provide additional group, individual, and family counseling to students evidencing a need, and referred by school personnel via the MTSS protocols in place.

SMUSD will prioritize Social Emotional Learning (SEL) at all levels though:

- Building a safe and inclusive classroom community
- SEL resources and curriculum K-8 for teachers, school social workers, and counselors to use in classrooms (Second Step)
- Employment of highly trained and qualified teachers, school social workers and counselors in 9-12
- Link crew lessons; evidenced based curriculums (Why Try, Student Success Skills, CASEL guide for high school)
- Development of a wellness Google Classroom

Referral and intervention services for students will include:

- School site referral process (MTSS established protocols)
- Access to school counselors and school social workers daily for individual assistance
- Access to groups facilitated by school social worker/school psychologist
- Access to groups facilitated by outside mental health providers
- Implementation of a Universal screening tool

In addition, SMUSD will continue to support the wellbeing of staff through continued partnership with the VEBA Resource Center, offering programs and resources at no or low cost to district employees. These resources include wellness resources in the areas of physical health, mindful living, mental health, movement, stress reduction, nutrition and healthy eating. Alongside VEBA, we will continue to increase employee's awareness of VEBA wellness programs and the importance of maintaining healthy routines and the development of personalized wellness plans.

Staff will also be availed professional development in the following areas:

- Trauma Informed/Sensitive Care
- Restorative Practices
- Mental Health First Aid Training

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Student and family engagement, and continued home-school positive and productive partnerships are critical in helping students in SMUSD to succeed. SMUSD routinely creates informational webinars and FAQ documents (all resources available in English and Spanish) to keep families up-to-date regarding district news and instructional programs. A technology parent website and helpline, consisting of video tutorials and live help in both English and Spanish is availed to all families in SMUSD to ensure support for distance learning and remote instruction platforms. Each school site held virtual student/parent orientations and/or Back to School Night presentations to foster community, make connections, and disseminate key information. District interpretation and translation services are accessible for schools to communicate with families who speak languages other than English, and the district employs a Parent Liaison to provide outreach and resources for families in need, with priority given to foster youth, families experiencing homelessness, and parents/guardians of English Learners. Several school sites also employ parent liaisons to assist in outreach and communication.

In 2020-2021, SMUSD families will have access to a video resource library created by school social workers addressing issues such as helping children develop coping skills, resources for anxiety/depression, and where to get help for mental health issues. Virtual parent workshops will be offered on topics such as supporting students in distance learning, and how to address COVID-related trauma in children. The highest need sites in SMUSD will participate in the Parent Institute for Quality Education (PIQE), in order to educate and support parents in matters pertaining to their children's education. Parent stakeholder groups, including ELAC, DELAC, site PTOs, and the SMUSD Parent Advisory Committee will continue to hold virtual meetings on a regular basis, in accordance with county health guidance, and address relevant topics, seeking input and guidance in development of school and district goals, plans, and budgets. SMUSD Board Meetings will continue to be broadcast via Zoom, with translation and interpretation provided.

SMUSD will continue to use Synergy to take daily attendance, and will also purchase the Lil Sis program to aid in the data collection of student engagement.

SMUSD also developed a student tiered student re-engagement plan, consisting of the following:
1) Student has 3 unexcused absences in a week.

Student has not engaged in class 3 days in one week's time.
• Teacher contacts parent, by phone and electronically for a minimum of 2 times, to discuss concerns.
Items to be considered:
Barriers to accessing their classes
Parent understanding of the technology

2) Student has 6 unexcused absences in a two-week time frame.
Student has not engaged in class 6 days in a two-week time frame.
• Teacher refers student to the School Counselor/School Social Worker. Also, a list will be generated and sent to the school sites with names of students not engaging.
• School Counselor/School Social Worker discusses interventions with student and parent to increase the student's engagement/attendance and implements interventions.
• If the student has an IEP, the School Counselor/School Social worker will work collaboratively with the student's case manager. Parents must be included in the development of intervention and provide consent to implementing the intervention.

3) Student has 9 unexcused absences in a three-week time frame.
Student has not engaged in class 9 days in a three-week time frame.
• Teacher, School Counselor/School Social Worker informs Site Administration of engagement/attendance concerns. Also, a list will be generated and sent to the school sites with names of students not engaging.
• Administrator contacts parents to schedule a SART meeting. To collaboratively discuss interventions.
• School Psychologist needs to be involved if the student has an IEP and the team needs to hold an amendment meeting to discuss attendance concerns

4) Student has 12 unexcused absences in a four-week time frame.
Student has not engaged in class 12 days in a four-week time frame.
• Student is referred to the District's Parent Liaison

(view SMUSD Tiered Re-Engagement Plan:
https://docs.google.com/document/d/1Cv3iHy3Z1XiNiwPIoghBSblwtpDRTpjmNRIsV3rcfAA/edit?usp=sharing)

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

San Marcos Unified Child Nutrition Services (CNS) will continue to provide healthy school meals to our students. Following the announcement of campus closures in March 2020, the District Child and Nutrition Services Department immediately launched distribution of approximately 9,500 free “grab and go” meals each day across SMUSD school campuses. This meal distribution process continues, as the Grab and Go program operates daily across 9 central school sites. Additionally, SMUSD has identified approximately 25 neighborhood locations which are not in close proximity to a school. Food Services and Transportation staff will use school busses to deliver food to these areas for pickup on a daily basis. All students, regardless of their meal eligibility, can go to one of these locations to pick-up a nutritious meal.

Upon return to onsite instruction, CNS staff will adhere to all safety guidelines set forth by the California Department of Public Health for hand washing, proper sanitation of work stations, physical distancing, and face coverings. Health and safety protocols, including hand hygiene, physical distancing, wearing face coverings and gloves will be adhered to. Following the physical reopening of campuses to students, meal service will serve "grab and go" meals to both onsite students, and those engaged in remote learning. On-site meals will be consumed in adherence to social distancing guidelines and San Diego County health regulations.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]		

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.78%	$13,448,567

Required Descriptions

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

San Marcos Unified School District shall continue to prioritize and dedicate resources towards meeting the needs of our unduplicated students beyond what is detailed in the Learning Continuity and Attendance Plan by $13,448,567. The following additional actions and services are principally directed toward the district's goals and supplemental supports for unduplicated students:

School social worker presence is increased at our highest-need sites based on the number of students qualifying for free and reduced lunch. Social workers provide SEL instruction, small group self-regulation/coping strategies education, facilitated peer social groups ("lunch bunch"), development of personalized goals, and individual counseling supports as needed. These sites also employ additional community liaisons and intervention personnel to help connect families to needed resources, assist in navigating educational programs, ensure daily attendance and engagement, and provide supplemental instructional supports as a "double dose" for students not making adequate progress. Three secondary sites employ English Learner Coordinators, who provide additional case management, personalized check-ins, and supplemental instructional support for English Learner students. Each site has a dedicated homeless/foster youth liaison, who works in collaboration with the district Foster Youth/Homeless liaison to ensure students have access to needed supports and materials, including instructional materials, school supplies, devices, connectivity, food, clothing, transportation, tutoring, counseling, after school programs (ASES/ASSETS), and personal care items.

Counseling and guidance services support teaching and learning by ensuring all students achieve academic success and develop life skills through the acquisition of academic, career, and personal/social competencies, which will prepare them for meaningful participation in a diverse, changing world. This is critically important and principally directed toward and effective in meeting the district's goals for unduplicated students by providing access to resources and services and ensuring continuous education without disruption. Creating wraparound services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met across a variety of settings, both on and off-campus,, especially for our most vulnerable students. The work of

counselors support the varying needs of unduplicated students that is wide ranging and extends beyond the campus gates. Counselors ensure that students experiencing academic and personal/social barriers to learning receive timely and relevant guidance, support, and information related to student attendance, behavior, and graduation.

At the secondary level, additional allocations for teachers allow for broader access through classes like AVID and intervention courses. Designated sites also offer before/after school tutoring in specific content areas to provide individualized support, or additional leadership academies for at-promise youth to develop SEL and executive functioning skills. Extended and alternative learning opportunities are principally directed toward and effective in meeting the district's goals for unduplicated students by providing access and options for credit recovery, graduation, summer school, varying pathways to learning and broader student access to curriculum and wraparound services. Creating access to education and options for learning and flexibility is paramount for students evidencing a greater need due to demands outside of the school setting. Career and Technical Education (CTE) provides high quality, college and career-themed programs that enrich and engage students with relevant, dynamic and challenging courses. The CTE program is directed toward meeting the needs of unduplicated students through offering opportunities for dual enrollment in Palomar College, and multiple pathways for college and career readiness. Students enrolled in CTE courses have access to non-traditional educational platforms to keep our highest-need, unduplicated students engaged and on a path to post-secondary success.

Each school site in SMUSD has unique needs depending upon its student body and context. To supplement district wide strategies, funds are allocated to schools to assist in addressing specific needs. An example is provision of extended year instructional supports for English Learners at our highest-need sites. Sites with high numbers of vulnerable youth are also able to offer summer reading programs and access to school libraries. Five SMUSD sites offer the ASES program, while two sites offer to ASSETS program to provide students with safe, supervised, after school tutoring and enrichment opportunities inclusive of VAPA classes, sports, coding classes, and Project Lead the Way Engineering lessons. All ASES students are also availed SEL and mental health support through a designated social worker. Additional professional development opportunities, inclusive of literacy coaching and on-site PLC facilitation from professional consultants, is included within plans for schools with the highest numbers of unduplicated count pupils. Additionally, extra counseling support is allocated for sites with high numbers of foster youth, in order to create partnerships with foster homes such as Casa de Amparo, and to provide individualized student learning plans and support.

Effectiveness of the supports and services described above will be measured through School Plans for Student Achievement (SPSA) goal development, tracking, and progress monitoring at every SMUSD site. Student and parent feedback will be solicited through parent engagement groups (ELAC, DELAC, PAC, School Site Councils) and student focus groups, as well as anonymous surveys to parents and students (English and Spanish versions will be sent). The district Community Liaison will regularly meet with site community and designated homeless/foster youth liaisons to discuss on-going needs and strategies for support. Quantitative data will be analyzed and disaggregated, including CAASP data, district benchmark data, Healthy Kids Survey data, graduation data, attendance data, student grades, and College and Career Readiness data, included within the California Dashboard.

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

Additional actions to address the needs of Unduplicated Student Groups in SMUSD include:

Low Income, Homeless and Foster Youth:

The district will continue to address equity gaps for low income, homeless and foster youth by ongoing implementation of needs assessments, development of goals based on identified needs and by providing social services, wellness strategies, social, emotional and academic supports. SMUSD continues to employ school social workers at every school site, who 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. SMUSD will continue its partnership with North County Family Counseling to offer additional group, individual, and family therapy to secondary students.

The district Director of Student Services, as well as the District Community Liaison, 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 to 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.

English Learners:

In an effort to address learning loss and accelerate learning for English learners (ELs), the district will provide students with daily, designated ELD via targeted, small instruction. Integrated ELD will also occur throughout the day, across all content areas via purposeful scaffolding, explicit vocabulary instruction, and integration of assistive technology and visual aids. SMUSD will continue to collaborate with the San Diego County Office of Education to integrate the English Learner Improvement Collaborative, a combination of customized, on-site coaching, development of shared resources, a data tracking system (CORE Dashboard), and targeted professional development designed to elevate instructional practices in educating English Learners to improve outcomes for students. This job embedded coaching will support the classroom educators to develop instructional practices and interactions to meet the needs of each language learner.

Student progress shall be monitored through formative assessments; to include measures gathered from observed oral interactions, written work, exit slips, and conferring. Elementary students will also take the Benchmark AdvanceELPAC Interim Assessment to assist in progress

monitoring and to guide instructional practices. Educators will also track student progress through curriculum-based district assessments (Benchmark, Springboard, Collections, iReady). Educators will use data from formative assessments to provide students specific and targeted feedback, which which also be inputted into the CORE Dashboard. Teachers shall routinely adjust instruction according to student performance, creating opportunities for extension and
e-engagement. Students not making adequate progress shall be referred for intervention support, supplemental tutoring, or extended year learning opportunities through the English Learner Summer program.

Strategies for interventions shall come primarily from the CA English Learner Roadmap, English Learner Toolkit of Strategies, The CA ELA/ELD Framework, and The CA Practitioner's Guide for Educating English Learners with Disabilities. These resources may be accessed through the SMUSD English Learner Resource shared drive. Each site houses an Assistant Principal who serves as the English Learner Improvement Collaborative lead faculty. This AP will continue to lead the site in improvement efforts for English Learners designed with the unique student needs and site context in mind. The Assistant Principal and ELIC team shall meet with the SDCOE ELIC Facilitators on a monthly basis to set and review goals and EL student progress monitoring data, design appropriate professional development for site teams, and create strategies and interventions to address the gaps in student performance within the reading, writing, listening, or speaking domains. The AP shall share site data and goals with parents via ELAC meetings, as well as individual conferences, in order for parents to consult, provide feedback or advise. District summary information regarding the English Learner Improvement Collaborative will also be shared at DELAC meetings, with site teams invited to present and share findings and progress.

Pupils with Exceptional Needs:

SMUSD developed a district-wide, cohesive and and aligned MTSS framework to focus on providing unduplicated students with timely and targeted interventions in the academic, social-emotional, behavioral, and college and career readiness realms to ensure our most vulnerable student groups are not over-identified for special education services. Additional special education staff provide smaller caseloads for the support of unduplicated students through focused intervention and support provided in the general education setting.

SMUSD will ensure access to strategies with prioritizing the general education standards or alternative standards that are essential for students. Multi-disciplinary teams (IEP providers, general education teachers, education specialists, and related service providers) will work together to ensure access to the least restrictive environment, while ensuring students receive additional supports and specialized academic instruction as outlines in IEP documents. Progress Monitoring will be on-going, through goal progress data collection, tracking, and analysis. Goal progress will continue to be shared with parents/guardians at regular intervals. Students with exceptional needs may also have additional supports through their IEP for small group/individual instruction.The district will continue to offer a continuum of placement options for families. IEP meetings and IEP-related services and supports will be conducted virtually as needed during distance learning and physical campus closures.