

LCAP Federal Addendum

San Marcos Unified (37737910000000)

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Strategy

San Marcos Unified School District strives to provide an unparalleled educational experience for all learners, emphasizing equity and access to a rigorous instructional program designed to ensure all students are well-prepared to pursue the college or career of their choosing. SMUSD performance data, as summarized by the California State Dashboard Equity Report 2019, indicates strong performance in the areas of English Language Arts (green, 67% proficient), Math, (green, 52% proficient) College and Career Readiness (56.4% prepared), Suspension Rate (1.5% Suspended), Chronic Absenteeism (5.8%), and Graduation Rate (96.4%). The 2019 California Dashboard indicated low performance in the English Learner Progress Indicator (51.3% making adequate progress towards English language proficiency). The district priorities for 2020-2021, developed through the LCAP and Learning Continuity Plan processes, address the academic and social-emotional impacts associated with COVID-19 campus closures beginning in March 2020. To date, all students in SMUSD are currently participating in either fully remote instruction, or cohorted hybrid in-person instruction, in accordance with county and state health guidelines, as well as the direction of the Governing Board. A copy of the 2020-2021 SMUSD Learning Continuity Plan is accessible here: [2020 Learning Continuity Plan](#)

This year's district plan will continue to focus on developing, implementing, and monitoring an articulated, rigorous core instructional program based on Common Core State Standards; simultaneously strengthening the English Language Development (ELD) program through meaningful integration of guaranteed and viable curriculum across all grade levels; continuing support and targeted interventions for students needing academic and or emotional support; and broadening resources, programs, and partnerships to engage high school students in exploring a variety of post high school

options. The unique aspects of the 2020-2021 plan are around instructional delivery models: engaging students through both in-person hybrid learning models and virtual learning platforms during remote instruction. Curriculum, assessment methodology, student engagement strategies, and pedagogy have all shifted to accommodate the ever-changing landscape of public education as a result of the ongoing global pandemic.

SMUSD's onsite learning options will afford students access to 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, within their physical and virtual 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 to 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 training 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 support.

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.

For the 2020-2021 school year, the school remote instruction (distance learning) day will include a minimum of three-hundred and sixty (360) minutes of synchronous and asynchronous learning for students. Teachers instructing solely remotely 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/Seesaw. These student interactions shall be designed to maximize student 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 will be 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.

SMUSD remote 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.

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 existing district Local Control Accountability Plan (LCAP), and 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-risk students 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.

Federal funds will be used to support students in schools with higher percentages of families identified as socioeconomically disadvantaged, through addition of supplemental staff and instructional programs to address the academic, behavior, and emotional needs of this population of children. Federal funds will also be allocated to strengthen the skill sets and expand the knowledge bases of teaching staff, ensuring that every educator within the district is current in best practices to address student needs and meet state performance expectations across content areas. District teams will place emphasis on differentiation strategies, in order to boost overall academic achievement of all student groups, and to reduce the number of referrals to special education and more restrictive academic systems of support.

Federal funds will also be directed towards narrowing the achievement gap for English Learner students, through continuation of extended day/ school year programs for students not sufficiently advancing in English proficiency or mastery of core academic standards. A portion of federal funds shall be designated to provide essential care items, transportation, and services for students identified as homeless or foster youth. Finally, federal funding will provide families within San Marcos Unified School District access to meaningful and relevant parent and family education, including virtual

workshops and digital video resources designed in response to parent needs communicated via survey, to strengthen the connection and collaboration between home and school in an effort to increase engagement, raise awareness about the importance of school attendance, and improve student achievement across both in-person and distance learning models.

Alignment

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

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

Goal 1 will entail preparing students to successfully enter higher education or pursue a viable career path by providing all students equitable opportunities to access coherent, articulated, and engaging instructional programs aligned to rigorous state standards.

Title I funds will supplement current actions and increase equity and access for sites designated as School-Wide Programs (40% or higher low SES) through school-based programs. Each Title One-designated site will receive a per-pupil allocation to use to support SPSA strategies and actions around student achievement. Title III funds will be used towards supplemental software and programs to improve academic outcomes for English Learners. Title IV funds will expand and support the district VAPA plan.

Goal 2 will focus on providing multi-tiered systems of support for students demonstrating an academic and/or behavioral need. Title I funds will expand current systems in place through providing expanded services to homeless youth, purchasing clothing, basic care needs, tutoring support, and providing transportation to/from school and local community colleges to encourage dual and concurrent enrollment for this population. Title III funds will be used to extend the school day and school year for English Learners not making sufficient progress towards reclassification criteria.

Programs such as before/after school ELD instruction and EL summer school will strive to narrow the achievement gap for this student group.

Goal 3 will emphasize employing the highest quality staff and providing support throughout their career through structures that facilitate collaboration and relevant professional learning. Title II and Title III funds will be allocated for the purpose of building professional capacity for teachers and school leaders. Title III-funded PD initiatives for 2020-2021 include a strategic, EL Improvement Collaborative in partnership with the San Diego County Office of Education, in which teachers, instructional coaches, & administrators, K-12 will increase competencies in integration of designated and integrated ELD. Title II funds supported three full days of virtual professional development around best practices in distance learning prior to the start of the 2020-2021 School Year. 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.

In 2020-2021, educators will continue to receive professional development focused around the Essential Elements of Instruction. This year there will also 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.

Title II monies will also support development of leadership capacity through two-year cohorts' participation in the National Institute for School Leadership (NISL) program. 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")

A portion of Title IV funds will also be allocated to teacher technology PD, emphasizing innovation, inquiry-based learning, and meaningful integration of technology in the classroom.

Goal 4 will focus on strengthening parent involvement in the educational process through purposeful communication, meaningful events, access to digital and online resources for parents and families, informative virtual workshops and multiple means for collaboration, input, and partnerships. 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 Title One-funded 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 (Title Three-funded) 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.

Title I funds will also be used toward parent virtual workshops geared toward supporting positive parenting in pandemic times, and addressing student wellness and mental health needs. Online biweekly classes for secondary parents, facilitated by North County Family Counseling will address topics such as teen anxiety, depression, trauma, and isolation, offering resources and tools to families in these areas.

Title I, Part A

Parent and Family Engagement

San Marcos Unified School District involved parents and family members in jointly developing a CSI plan at Foothills High School (Access Plan [Here](#)) and an ATSI plan at Twin Oaks High School (Access Plan [Here](#)) through engagement in the School Plan for

Student Achievement (SPSA) process. This process began with a comprehensive needs assessment. Twin Oaks High and Foothills High, as part of their comprehensive needs assessments, conducted parent and student surveys, as part of stakeholder input. A separate survey was completed by both sites' English Learner Advisory Committees (ELAC), in order to determine program strengths and weaknesses in regards to English Learner services and supports, as well as parent and family engagement, relative to the EL specific subgroup. Following analysis of the needs assessments, including quantitative and qualitative data, both Twin Oaks High (ATSI), and Foothills High (CSI) disaggregated and shared the findings with key stakeholder groups, including site leadership teams, School Site Council, PTO, and ELAC. Meetings were held for all school community members, clearly identified as ATSI and CSI planning sessions, in the beginning of the 2020-2021 School Year. Translation and interpretation and sign language services were provided upon request, and alternative opportunities for input (phone calls, emails/digital surveys, paper responses/surveys) were advertised and offered for individuals who were not able to access virtual school meetings. These findings served as the basis for the development of site goals, included within the SPSA and aligned to the district LCAP, and LCP, based on areas of need. Specific actions were developed jointly, with the input of Site Council, ELAC, and school staff, to create a roadmap for the sites as to how goals will be met to address targeted improvement areas. Community members offered input through attendance at virtual stakeholder meetings (advertised as CSI/ATSI planning), or through alternative means described above. The SPSAs were then drafted, input was solicited from parent and family stakeholder groups, adjustments were made based on stakeholder input, and, finally, School Site Council and ELAC groups at both sites approved the 2020-2021 School Plans for Student Achievement, which include specific language pertaining to CSI and ATSI plans and actions. At Foothills High, this plan will include proposed expenditures, using CSI funds, to address the "red" dashboard areas. The following is a detailed breakdown of expenditures and actions contained within the FHHS CSI Plan:

- 1) Certificated salaries fund additional hours for a school social worker and school psychologist to focus on family and student outreach around crisis intervention and mental health support. The population of Foothills has unique needs, in that many students are identified as "at-risk," in addition to a number of foster youth, students with special needs, and English learners. The social worker and school psychologist will focus their efforts on visiting and connecting with individual students and their guardians, providing mental health support and resources to each individual student evidencing a need, especially around depression, anxiety, and feelings of isolation and/or low-motivation, to help

students feel connected, and address mental health-related issues so that students are available to learn, and successfully complete their courses and graduate. The needs assessment indicated that graduation rates decreased due to students not logging into classes and completing online courses. Certificated salaries under the CSI plan will fund additional hours for teachers to provide supplemental academic tutoring for students evidencing a need, with the goal of increasing student achievement and graduation rates.

- 2) Classified salaries under the CSI plan provide additional hours for personnel to design web-based tutorials and resources for students and families around distance learning. It is essential, in order to complete the online program of study and graduate, that students and families understand how to use digital tools.
- 3) Benefits for individuals listed above
- 4) The materials, books, and supplies embedded within the CSI plan provide students with access to supplemental tools to address academic achievement, student engagement and motivation, and, ultimately, graduation rates. Students in need will be afforded access to specialized academic intervention software including Achieve3000 (reading), IXL Math, and EdPuzzle (curriculum differentiation). Students will also engage in learning and become more motivated to log into and complete courses by co-designing new, supplemental electives not offered within the traditional course of study (Art classes offered through Edgenuity software). Students will be provided with at-home art kits so that they may engage with the curriculum in a hands-on manner, and explore an area of passion they self-identified via student survey. Students will also be provided with supplemental novels in order to engage with more complex text through high-interest topics. Increased reading will, ideally, positively impact ELA achievement. Finally, students will be provided with new chromebooks, with updated applications, in order to support online instruction and motivate students to log into and complete courses through updated devices, affording them the opportunity to access their learning from anywhere, anytime.
- 5) Services and operating expenses within the CSI plan continue to address student achievement, student engagement and motivation, graduation rate, and college and career readiness. Teachers will receive additional professional development around effective remote instruction, through IXL math and google classroom trainings. Students will have the opportunity to participate in visits to college campuses and local businesses, where they will learn about various

aspects associated with academic pathways, courses of study, industries, and employer requirements for various fields. These opportunities will be used to motivate students to graduate high school, think about college and career in a tangible way, and to make concrete plans for post-secondary education. The experiential industry visits will also be used as the foundation for future internships and job shadowing opportunities, based upon student fields/industries of interest.

At Twin Oaks High, monies from Title I and LCAP, allocated to the site, will support ATSI initiatives to address the dashboard "red" areas, focusing on student achievement and college and career readiness. Plans for both sites will be revisited and revised on an ongoing basis, with reporting on progress included as part of School Site Council and ELAC meetings, occurring every 4-6 weeks.

San Marcos Unified School District jointly developed the LEA parent and family engagement policy through stakeholder group input and approval (including School Site Councils, PTOs, and ELAC/DELAC), culminating in a board approved and adopted policy. The policy will be revisited and revised in accordance with ESSA requirements. Each school site receiving Title I funds jointly develops its own parent and family engagement policy and parent compact, in accordance with ESSA requirements, and with the input of ELAC, SSC, and PTO. The LEA and site parent and family engagement policies and compacts are posted on the site and LEA websites, following guidelines for ADA compliance. Paper copies of site policies are mailed home to families, and reviewed and distributed at annual Title I school meetings which took place virtually during the first month of the 2020-2021 school year. At Title I school meetings translation is provided in Spanish. Interpretation in other languages, as well as sign language, is provided upon request, at no cost to families. All site and district meetings for the foreseeable future in 2020-2021 will be held virtually, using *Zoom* or *Google Meet* digital applications. Following guidance from state and county health officials, permitting large gatherings once again, meetings will occur in locations that are wheelchair accessible, with handicapped parking in close proximity, to ensure access for individuals with disabilities. The district and school sites will continue to provide specialized accommodations and opportunities for input, through written (surveys), verbal (phone calls), digital (email/google surveys), for individuals who cannot access site-based opportunities, either virtually or face-to-face. Other accommodations will be made upon request, on an individualized case-by-case basis.

SMUSD will provide assistance to parents in understanding state and local assessments and standards through parent-family education workshops at both the

district and site level. This topic will continue to be addressed through such avenues as parent education videos, podcasts, workshops addressing college and career readiness, DELAC/ELAC presentations (open to the public), School Site Council presentations (open to the public), and LCAP strategic planning days, in which parent representatives from all sites are included. Translation and interpretation services in non-English languages, as well as sign language, will be provided at no cost to families, upon request. Translation and interpretation needs are determined prior to workshops through a link on the online registration page, or on the hard copy flyer.

Schools also support parents in understanding individual student achievement through parent-teacher conferences for all elementary students (February 2021), and additional conferences upon request. Translation and interpretation services, as well as sign language, will be provided for parents at any parent-teacher conferences upon request, at no cost to families. High school counselors will hold ongoing virtual family workshops on A-G graduation requirements and recommended courses of study for college readiness.

The SMUSD Director of Special Programs will continue to work with principals, through scheduled principal cohort meetings, on matters pertaining to SPSA development, School Site Council and ELAC legal requirements, and the role of parents in making critical decisions pertaining to use of school funds and school program/service development and evaluation. Principals will have the opportunity to access a number of resources, including the state Parent and Family Toolkit, through a shared Parent and Family Engagement google drive, which will be updated on a regular basis. The Director of Special Programs shall continue to consult with site administrators receiving Title I funds, as to parent and family engagement priority through allotting 2% of site Title I allocations to parent and family engagement events focused on student achievement, as well as transparency in sharing and developing budgets to target site-based needs in LCAP goal areas. The Director of Special Programs will review and monitor and approve parent and family engagement policies, annual Title I parent meeting agendas, and on-going family engagement events to ensure ESSA compliance. Staff training pertaining to family and engagement requirements, and the importance in forming and maintaining positive and productive relationships with families will be conducted at the site level, through ongoing staff meetings with professional development embedded. All staff within SMUSD will continue to be invited to, and included in, to the greatest extent possible, parent and family district-wide workshops and series. The Director of Special Programs will continue to oversee the SMUSD translation department, ensuring sites have access to high quality translations of any presentations, slides, letters, flyers, or handouts, that go home to parents. Student progress will be shared via Synergy (online

system for secondary), as well as in paper format (score reports from CAASPP, ELPAC, report cards, progress reports), in order to ensure parents are well-informed about student achievement.

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

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

for neglected and delinquent populations is also provided through San Diego County Of Education alternative school programs.

SMUSD recognizes and acknowledges the urgent nature of pupil learning loss caused by the closure of physical campuses, and the implementation of distance learning/hybrid learning models, especially for our socio-economically disadvantaged and English Learner students. San Marcos staff will prioritize mitigating learning gaps due to COVID-19. Every SWP 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-risk, 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 SWP ELA and math 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. A literacy consultant will work collaboratively with the administrators and teachers at the highest-need Title One sites: Joli Ann Elementary, La Mirada Academy, and San Marcos Elementary, in order to design and deliver meaningful and relevant professional learning around the five blocks of literacy, with the purpose of improving academic outcomes for students attending these schools.

Both remote and in-person student instructional schedules across SMUSD Title One Schoolwide Program sites shall 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 evidence-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, housed on five Title One SWP program campuses: San Marcos Elementary, Joli Ann Leichtag Elementary, La Mirada Academy, San Marcos Middle School, and Woodland Park Middle School.

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.

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

Homeless Children and Youth Services

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

The district Director of Student Services, as well as the District Parent 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.

Student Transitions

In 2020-2021, San Marcos Unified will continue to explore partnerships with Palomar College and other local institutions to extend and expand dual and concurrent enrollment opportunities, including access to CTE courses. When viable, and in accordance with public safety directives, SMUSD will offer transportation to community colleges for SWP sites in order for high school students to have access to courses

offered. When viable, and following state and county public health regulations, SMUSD will also work to expand student job shadowing and internship opportunities with local professionals. Virtual family workshop opportunities will educate students about CTE courses and options, as well as A-G requirements and college and career pathways.

Title I, Part A, Educator Equity

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

Title II, Part A

Professional Growth and Improvement

San Marcos Unified supports professional growth throughout all phases of our teacher, administrator, and classified personnel careers. 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"

In 2020-2021, SMUSD will continue to train all new teachers in the Essential Elements of Instruction (EEI), through a two-year academy. EEI will remain at the forefront of SMUSD Instructional Framework through inclusion of elements in formal and informal classroom observations, and the teacher evaluation system. Teachers will 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. Additional teacher training around distance and blended learning

occurring in 2020-2021 shall include engaging students in live distance learning and hybrid models specific to secondary mathematics.

This year there will also 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. 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.

Counselors and school social workers will participate in training offered through the San Diego County Office of Education around "*Strengthening Our Profession with an Equity Lens*," and will also engage in the Hatching Results workshops, a two-year program with an emphasis on multi-tiered systems of support and college and career readiness.

One of the major goals of the district continues to be building leadership capacity in a coherent, cohesive manner across all schools. SMUSD will continue to provide Executive Leadership Development through the National Institute for School Leadership (NISL) program to principals, assistant principals, district directors, and teacher leaders over the course of the coming year. Implementation and effectiveness of the program will be determined through principal goal meetings, site walkthroughs, and administrator evaluations based on the principles taught through NISL regarding instructional leadership.

Both qualitative (surveys, focus groups, interviews, reflections) and quantitative (student achievement data, teacher walkthrough data) will serve as tools to evaluate the effectiveness of the district Title II PD programs.

SMUSD will continually assess areas of staff interest and need, engage in the comprehensive needs assessment process, and design targeted and specific professional development opportunities to address these needs, complete with implementation plans and program evaluations to gauge effectiveness and make refinements for coming years, engaging in a cycle of continuous improvement grounded in improvement science principles.

Prioritizing Funding

San Marcos Unified will prioritize support to Twin Oaks High School, identified as an additional targeted support and improvement site, and Foothills High School, identified as a comprehensive support and improvement site, by including the principal in CSI/ATSI training offered through San Diego County Office of Education, addressing topics such as development of comprehensive needs assessments and program evaluation. All CSI funds received by the district will go directly to Foothills High School to support actions addressing key indicators on the CA Dashboard and site-collected data, such as site-based professional development in remedial literacy, and trauma-informed parent communication training. Social workers will provide extra support at Foothills High, conducting individualized and personalized outreach, and offering additional counseling and information on community resources to students and families enrolled in this independent study program. Federal funds allocated to these sites, and schools with the highest percentage of children counted under Section 1124(c) will be supplemented with additional LCAP monies to support and implement the improvements actions outlined in their SPSAs.

Data and Ongoing Consultation to Support Continuous Improvement

San Marcos Unified will begin improvement efforts for identified schools by collaborating with site principals and key stakeholders to develop a comprehensive needs assessment, which will be subsequently analyzed to determine strengths and weaknesses. The needs assessment will then be reviewed with the principal of Twin Oaks High School (ATSI) and Foothills High School (ATSI) prior to site-based collaborative stakeholder meetings for the purposes of developing the site goals, (aligned to the district LCAP/LCP), and, subsequently, the site SPSAs submitted by each school's respective School Site Council. The district Director of Special Programs will continue to meet monthly with both site principals to review the site goal progress included in SPSAs, and analyze student data (attendance, achievement, behavior/discipline, etc). The school principal will then share this information with key stakeholder groups and make adjustments to the SPSA as needed, if programs or interventions are not demonstrating a positive impact in student growth areas as

identified through the CA Dashboard. Data will be compiled in partnership with the SMUSD Data Coordinator, using software such as Tableau to generate data reports for review. Additional consultation sessions may be added as needed with the Student Services Director (to review attendance/discipline needs and actions taken), Special Education Director (to address special-education related needs), and Secondary Education Director (to discuss strengths and weaknesses of academic programs in place and/or design customized professional development based on the unique needs of the staff and student populations of the sites eligible for supported improvement. Professional development implementation plans will be designed and implemented by site principals, in collaboration with applicable staff, following PD activities. A program evaluation will be conducted following the implementation of PD initiatives to determine if the intended impact occurred. Professional development opportunities will be fluid, evolving in response to the staff and student needs, and site SPSAs will be amended accordingly. The SMUSD Director of Special Programs and CSI/ATSI site principal will also work with experts from the San Diego County Office of Education to consult on topics such as chronic absenteeism and alternate means of correction/positive disciplinary practices, based on dashboard indicators and findings from multiple points comprising site comprehensive needs assessments.

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

Title III, Part A

Title III Professional Development

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.

Targeted professional development provided through SDCOE will also address strategies for interventions. These site-specific 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 also 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.

Title III funds will be allocated to high school sites to use for supplemental ELD planning and team teaching collaborative planning time emphasizing best practices in designated and integrated ELD, and ELD Framework alignment to core content area lessons. Title III funds will also be used for training teachers in effective implementation and progress monitoring affiliated with *Rosetta Stone* software.

Title III Programs and Activities

Title III funds will be used for San Marcos Unified's English Learner Summer School, offering an extended school year option for approximately 600 English Learners in grades 2-6. Students will attend four weeks of intensive reading intervention, daily ELD rotations, math intervention, and STEM labs. The purpose of the program is to narrow the achievement gap for struggling students identified as English Learners while

simultaneously developing English language acquisition in the four domains: listening, speaking, reading, and writing, in order for students to advance on the ELPAC, and become Fluent English Proficient. Students will have the opportunity to preview standards-aligned core content in ELA/ELD for the coming year, in order to build background knowledge and increase confidence/participation once the new school year begins. Progress will be measured using formative and summative assessments and a program evaluation will be conducted at the conclusion of the program.

Title III funds will also be allocated to sites to provide supplemental before or after school tutoring for English Learners not making adequate. Students in these groups will have an extended school day in order to work on remedial reading and writing skills using evidence-based curriculum. Progress will be measured using formative and summative assessments and a program evaluation will be conducted at the conclusion of the program.

Title III funds will also support the purchase of Spanish language arts curriculum to be used within the Twin Oaks Elementary dual immersion program.

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

English Proficiency and Academic Achievement

Title III funds will primarily be held locally by the LEA in order to fund the English Learned extended school year summer program. A portion of funds will be allocated to sites to provide supplemental before or after school tutoring for students not making adequate progress towards English language proficiency. Participating students will be referred based on the inability to reclassify to Fluent English Proficient status due to low performance in the reading and writing domains. The supplemental program will offer students (referred by teachers) intensive remedial reading and writing instruction with the goal of helping students to advance in ELA/ELD, reach a level 4 on the ELPAC, and meet all local criteria required in order to reclassify to Fluent English Proficient within one year. Participating sites will provide a program description, student progress reports, and a program evaluation at the conclusion of the year.

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

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

Title IV, Part A

Title IV, Part A Activities and Programs

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

SMUSD will use at least 20 percent of the SSAE program funds for activities authorized under Section 4107 that support student access to a well-rounded education programs, and activities carried out under this section will be coordinated with other schools and community-based services. The largest portion of the Title IV Grant, will be used for specific enrichment purposes. First, the district will expand the SMUSD Visual and Performing Arts (VAPA) Strategic Plan, through implementation of an integrated visual arts curriculum aligned to two units of adopted English Language Arts (ELA) curriculum, kindergarten through fifth grade. SMUSD plans to contract with California Center for The Arts (CCA), and a CCA community partner, ArtReach, to pilot a program in two elementary schools in which visiting artists co-plan and co-teach eight weeks of visual arts lessons aligned to state standards. The goal is to expand this program further, to include additional elementary schools in future years, based on pilot feedback.

In light of the need for remote enrichment opportunities due to COVID-related campus closures and implementation of distance and hybrid learning models, SMUSD will allocate Title IV, Part A funds to support elementary remote “STEAM and Innovation Challenges,” created by district Innovation TOSAs, as well as “Fitness on Demand” video lessons, created by a district PE teacher. Additionally, students will be given access to “Art on Demand” virtual art lessons, provided by professional artists working with the California Center for the Arts, Escondido. These lessons will be available to students learning remotely from home as a result of Covid-related health and safety concerns. Elementary students enrolled in the “year-long” remote learning option will also receive “at-home art kits,” in order to have needed materials to access the lessons from home.

Middle school Title IV, Part A, enrichment opportunities will also include implementation of *Thrively* enrichment software, as a supplement to the remote advisory period activities. Middle school students will also be given the opportunity to explore various career pathways and sample future Career and Technical Education course offerings through a new SMUSD Middle School CTE Bridge Program. High school CTE instructors will lead after school clubs for middle school students, where they will engage in career-aligned experiential learning in subjects such as culinary arts, digital media, engineering, and legal justice. This program is expected to launch in February 2021.

SMUSD will use at least 20 percent of the SSAE program funds for activities authorized under Section 4108 that support safe and healthy students, and programs and activities carried out under this section will be coordinated with other schools and community-based services. SMUSD will designate Title IV funds, to hire a safety

consultant to work with our district staff, in order to determine needs to assist with the evaluation and implementation of improvements, in order to ensure student safety on all site campuses. This recommendation is based upon a report completed and shared by the San Diego Grand Jury in 2019, in response to helping districts to assess their environment in emergency situations and to train their staff to handle emergencies.

In light of the recent public health crisis around COVID-19, SMUSD plans to hire a health and safety specialist to provide site-based training for school leadership teams around public safety protocols related to COVID-19. Finally, SMUSD shall dedicate Title IV funds for professional development around Title IX policies for site leaders. Title IX training stems from a federal law that prohibits discrimination on the basis of sex or gender in educational institutions that receive federal funding. Sexual misconduct and sexual harassment are both forms of sex discrimination. This training will focus on the physical and emotional well-being of our students. Finally, a portion of Title IV funds shall be used to purchase *Second Step* Social-Emotional Learning (*SEL*) digital curriculum for middle school students in order to address needs in this area.

SMUSD will also use a portion of the funds to improve the use of technology to improve academic achievement, academic growth and digital literacy of all students. SMUSD will allocate a portion of Title IV funds towards funding technology lead teachers at each school, to offer on-site customized coaching, professional development, and support around using and leveraging technology to support and enhance student learning in distance and hybrid learning models. Finally, SMUSD will use a portion of Title IV, Part C funds, to purchase document cameras to support teachers working remotely, and teaching via distance learning for the 2020-2021 academic year.