

2020-21 Every Student Succeeds Act Comprehensive Support and Improvement Prompts Form

Local Educational Agency (LEA) Name Contact Name and Title Email and Phone

San Marcos Unified School District

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760-752-1271

School Identification

Please list the school(s) in the LEA that are eligible for Comprehensive Support and Improvement (CSI).

Foothills High School (37 73791 3730793) has been identified as eligible for Comprehensive Support and Improvement within San Marcos Unified School District.

Support for Identified Schools

Please describe how the LEA has or will support its eligible schools in developing CSI plans.

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

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

As referenced above, SMUSD supports CSI-eligible schools through collaboration and monitoring between the school administrative team and the district Director of Special Programs. Meetings to discuss site needs, data, goals, budgets, plans, and potential evidence-based strategies occur monthly. The district Director of Special Programs provides CSI-eligible schools with training and personalized support sessions, either in-person, or via zoom/conference calls. The District Director of Special Programs also attends San Diego County Office of Education CSI training and support session offerings, as well as California Department of Education webinars, to ensure full understanding of the process and that all needed components are addressed. The SMUSD Accounting department supports the CSI-eligible sites by tracking and compiling all CSI expenses, in order to provide comprehensive budget information for the state quarterly reporting tools. The SMUSD Director of Special Programs then reviews the quarterly expenses with the site principal, in order to accurately track and describe all CSI-related expenses, and to discuss the impact of the interventions on student achievement within that quarter. SMUSD district leadership staff shall continue the CSI support efforts designed and implemented in collaboration with previous CSI sites, as well as the Superintendent, Assistant Superintendent, and Director of Secondary Education. The LEA shall continue to prioritize CSI sites when developing and offering professional development to certificated or management staff, relevant to designated areas of student improvement. An example would be offering the Foothills High School principal and assistant principal leadership training through the National Institute for School Leadership (NISL) Executive Development Program, as well as offering Foothills teaching staff professional development around best practices in online learning, as FHHS is an online independent study high school program.

District Context & LEA Stakeholder Engagement:

San Marcos Unified School District, a community of nearly 21,000 students located in North County, San Diego, 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.

SMUSD engages stakeholders to drive programming development and decisions in a variety of ways, including monthly district-wide Parent Advisory Council (PAC) and District English Learner Advisory Council (DELAC) meetings, as well as annual Local Control Accountability Plan (LCAP) Stakeholder days. Additionally, all parents in the district are surveyed throughout the year, in an effort to solicit input and feedback regarding student instructional programs. This data is compiled annually, and is integrated within the SMUSD LCAP. Due to campus closures beginning March 13, 2020, and following California Department of Education directives, SMUSD did not develop a new LCAP for the 2020-2021 School Year. Instead, per CDE guidelines, San Marcos Unified created a Learning Continuity Plan (LCP) to address Covid-related safety protocols, virtual and in-person instructional models, professional development for staff, and learning loss mitigation for our students. Specific examples of the LCP stakeholder engagement process are included below.

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. A copy of the 2020-2021 SMUSD Learning Continuity Plan is accessible here: [2020 Learning Continuity Plan](#)

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

<https://docs.google.com/document/d/1ZhBt08PVwmrkpf0Qxa3k0leyslanglhvFV5zrmo940Y/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_pjYi7rvhh5DZ-Ble8JF_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/1JOiSIS2Tc8e9sXIMVoeUkAAZsrgRuHyJsm42Pwqo2Lw/edit> (Middle School Models-Parent Input Survey: July/August 2020)

<https://docs.google.com/forms/d/1uyIDxXgqLnnpnkMd4-pNLMIow6b8zirXoHlkBqh7XAH8/edit> (High School Models-Parent Input Survey: July/August 2020)

<https://drive.google.com/file/d/1KeO1jrQmKsSF4bROwwcldyXmou9yvbvgw/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>.

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.

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.

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.

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.

CSI School Stakeholder Engagement and Comprehensive Needs Assessment:

At FHS, an independent study, virtual learning program, parent surveys were conducted by teachers during one on one phone conversations to determine resources needed, mental health needs, and parent concerns. Foothills High School employs a social worker, one counselor, and a school psychologist that provide resources, workshops, counseling and parent outreach. These staff members, along with site administrators, engage parents in discussions around student and family needs, and desired programs aligned to areas of need and improvement. Parents, teachers, and students also have the ability to evaluate, plan, and implement site goals and improvement initiatives through School Site Council, principal meetings, email communication, social media, back-to-school nights (virtual), open house events for electives, school board meetings, and leadership team meetings.

Foothills High School hosts monthly meetings with the School Site Council that maintain an equal number of school staff and parents/students. Parents were given surveys prior to the beginning of the school year and were provided proposed CSI-related expenditures and goals, as part of the School Plan for Student Achievement planning process, based upon the district LCAP and site survey results. ELAC was also involved to provide input regarding EL subgroups. These stakeholder groups reviewed the proposed goals and gave feedback during the meetings prior to the beginning of the school year. Annual goals were reviewed to evaluate success, weakness, continuation, or need for change with both groups. Teachers were involved with the process during all staff meetings and then with SSC. District support

helps with the development and implementation of the SPSA and CSI plan, throughout the year, with goal evaluation and strengths/weaknesses of the program reviewed three times annually with the district administration team.

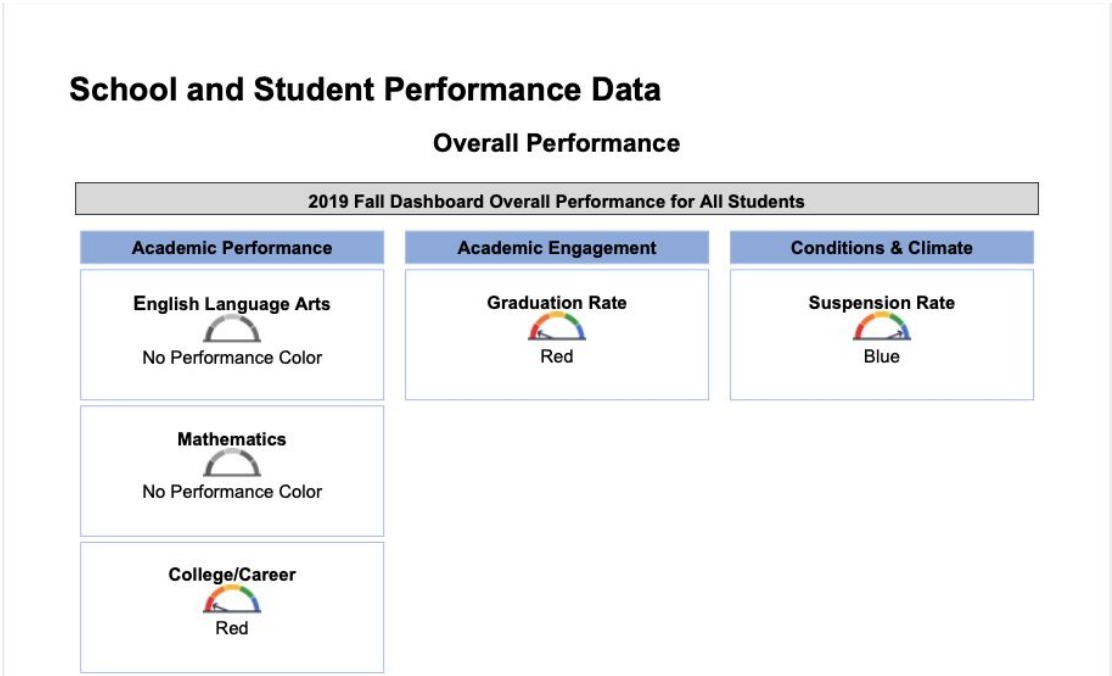
Parents at Foothills identified the following area as high-need for students: access to mental health teams, graduation concerns, assignment completion, and difficulty of Edgenuity (virtual learning platform). Student concerns included credits completed, motivation, and time management. Student surveys may be viewed [here](#). Teacher concerns included reading comprehension, credit completion, students not completing assignments in a timely manner, and student motivation.

Additional data points considered as part of the Foothills High Comprehensive Needs Assessment include:

[Graduation credits by demographics](#)

[Senior graduation rate by month](#)

California 2019 Fall Dashboard Data was also used as part of the CSI Comprehensive Needs Assessment, identifying the following areas for improvement:



FHS, in the past, has not used diagnostic assessments to identify needs and areas of strength. FHHS uses curriculum based assessment

that is developed by the teams in an effort to modify instruction for transient, at-risk, EL, and SpEd populations. FHHS is focusing on the assessment area for 2020-21 and will include summative, formative, and diagnostics. FHHS staff has not focused on data due to a focus on credit recovery and multi-modality instruction to enrich and add differentiation to instruction. The FHHS team has assessed most data based on earning credit. This has been a successful measure based on increased numbers of credits completed, but as a team they identified using data as a weakness. FHHS also uses the following: IEP Goals, tracking students, formative assessment to identify gaps in learning, Essential Elements of Instruction (monitor and adjust), formal observations, and weekly walkthroughs.

Classroom Observations Included Within Comprehensive Needs assessment:

Prior to school closures in March 2020, there were two informal classroom observations and one formal classroom observation per teacher. Students currently work with teachers in a one on one situation by phone or Zoom meeting. Teachers review the students progress, review assignment completion, proctor testing, differentiate instruction, and evaluate progress towards credits. Administration has been sitting in on the one on one conversations between student and teacher. The majority of conversations revolve around time management and lesson completion. Oftentimes, the teacher is reviewing progress and future assignments with students for their independent contracts.

The majority of educational and academic support happens during email conversations or when the student reaches out to the teacher aside from the assigned one hour meeting. Edgenuity has supports built into the program that allow some FHHS students to progress without additional teacher support.

Special Populations

Approximately 10% of the FHHS population are identified as “students with disabilities,” and receive services through their IEP with a Special Education teacher and an instructional aide. The teacher differentiates instruction for each student by following accommodations outlined in each student's IEP. Students meet with her 1 time per week to review lessons, set up future assignments, test, and for organization.

English Learner students comprise less than 2% of the student population at FHHS and are served by an EL teacher as their case manager. EL students are given differentiated instruction and given SDAIE techniques in order to complete credits independently.

Through the comprehensive needs assessment and SPSA planning process, no resource inequities were identified at Foothills High.

LEA's Focus Areas for Improvement:

In September 2019, following several months of listening, reading, learning, analyzing qualitative/quantitative data, obtaining input from key stakeholders, and with guidance from our Board of Education, four district focus areas were identified by the superintendent that drive the improvement work in SMUSD. These focus areas place the success of each and every SMUSD student at the forefront and provide a coherent lens of alignment and direction for our district, departments, and school sites.

They include:

Focus Area: Student Achievement

Ensure each and every student is successful across the PK-12 continuum through coherent, high-quality, rigorous, and innovative standards-based instructional programs.

Ensure equitable access and successful completion of grade-level and advanced coursework, across all grade levels for all students.

Ensure engaging and relevant academic programs and connections beyond the classroom to empower our students to thrive in a globally competitive world.

Ensure ongoing, meaningful, and multiple opportunities for parent engagement and community involvement to promote student success.

Focus Area: District Culture

Guarantee a districtwide culture of academic and behavioral excellence for all.

Cultivate districtwide social and emotional learning approaches to support the holistic development of students and staff.

Foster and apply an ongoing culture of continuous learning and professional growth to enhance practice.

Provide safe, inclusive and welcoming school and office environments built upon positive relationships.

Develop and implement systems to recruit and retain high-quality, diverse personnel that reflect our student population.

Focus Area: Fiscal Stability and Facilities

Develop and implement efficient and effective utilization of resources and short- and long-term fiscal stability strategies.

Develop and implement short- and long-term facilities strategies that enrich instructional and support programs.

Proactively advocate for adequate state and federal funding for all district operations.

Focus Area: Communication

Develop and implement a communications plan that increases awareness, outreach, and support of district goals, programs, and partnerships.

engaging students...inspiring futures

LCAP Goal I: College & Career Ready

Prepare students to successfully enter higher education and/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.

- Strengthen Tier 1 instruction
- Provide maximum access to core curriculum through alternative service delivery models for students with special needs
- Strengthen the learning experience for ELs to accelerate their college & career readiness.
- Consider alternative programs/structures to support student learning

LCAP Goal II: Student Progress

Provide a multi-tiered system of supports for students

- Implement strategies/programs to keep students engaged in school
- Implement academic interventions for students demonstrating an academic need
- Increase the number and diversity of students who access more rigorous courses

LCAP Goal III: Professional Learning

Employ the highest quality staff and provide support throughout their career through structures that facilitate collaboration and relevant professional learning.

- Support new teachers
- Support classified staff
- Support the teaching and learning process through technology integration and the use of online resources, programs, and systems
- Support leadership

LCAP Goal IV: Parent Engagement

Strengthen parent involvement in the educational process through purposeful communication, meaningful events, informative workshops, and multiple means for input and partnerships.

- Strengthen parent communication and engagement
- Use multiple means to provide ongoing workshops to parents based on areas of interest and need.

Focus Area: Student Achievement

(LCAP Goal I, II, III, IV)

Ensure each and every student is successful across the PK-12 continuum through coherent, high-quality, rigorous, and innovative standards-based instructional programs.

Ensure equitable access and successful completion of grade-level and advanced coursework, across all grade levels for all students.

Ensure engaging and relevant academic programs and connections beyond the classroom to empower our students to thrive in a globally competitive world.

Ensure ongoing, meaningful, and multiple opportunities for parent engagement and community involvement to promote student success.

Focus Area: District Culture

(LCAP Goal I, II, III, IV)

Guarantee a districtwide culture of academic and behavioral excellence for all.

Cultivate districtwide social and emotional learning approaches to support the holistic development of students and staff.

Foster and apply an ongoing culture of continuous learning and professional growth to enhance practice.

Provide safe, inclusive and welcoming school and office environments built upon positive relationships.

Develop and implement systems to recruit and retain high-quality, diverse personnel that reflect our student population.

Focus Area: Fiscal Stability & Facilities

(LCAP Goal III)

Develop and implement efficient and effective utilization of resources and short- and long-term fiscal stability strategies.

Develop and implement short- and long-term facilities strategies that enrich instructional and support programs.

Proactively advocate for adequate state and federal funding for all district operations.

Focus Area: Communication

(LCAP Goal I, II, IV)

Develop and implement a communications plan that increases awareness, outreach, and support of district goals, programs, and partnerships.

San Marcos Unified School District
2019-2020

In Fall 2019, district focus areas were established in alignment with the Local Control Accountability Plan (LCAP). This graphic below depicts the focus areas for SMUSD

SMUSD Local Control Accountability Plan and School Strategic Plan (SPSA) Alignment to Multi-Tiered Systems of Support:

Goal 1: College & Career Readiness

Prepare 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.

Goal 2: Student Progress

Provide a multi-tiered system of supports for students demonstrating an academic and/or behavioral need.

San Marcos Unified Multi-Tiered Systems of Support Framework as a Component of District & Site Improvement Efforts: *(Established September 2019)*

San Marcos Unified Guiding MTSS Principles

All SMUSD schools will provide an inclusive, equitable, and positive learning environment for each and every child. Multidisciplinary site teams will address every student's academic, behavioral, social-emotional learning, and college and career readiness, through a continuum of support, that is universally designed and differentiated to meet the needs of the whole child. Inclusive Academic Instruction supported by California's State Standards and Frameworks and Response to Instruction and Intervention (RtI2), Inclusive Behavior Instruction such as Positive Behavioral Intervention and Supports (PBIS) and Restorative Practices, and Inclusive Social Emotional Learning (SEL) guided by our CA SEL principles, are integrated together to create the core pillars of the SMUSD MTSS Framework. San Marcos Unified will ensure culturally responsive schools that increase attendance, support second language development, prevent dropouts, lower disciplinary rates, improve school climates and boost academic performance for all students.

Tier One Universal Supports and Core Instruction in SMUSD:

In Tier 1 instruction all students receive high quality, differentiated, culturally responsive core academic and behavioral instruction through the general education program. It is designed to meet the needs of and ensure positive outcomes for 80%-90% of all students. The classroom teacher makes use of scientifically-based instruction and strategies and differentiated instruction using flexible and fluid grouping to meet the needs of all students and ensure positive outcomes for all. All students are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified as being "at risk" through universal screenings and/or results on state or districtwide tests receive supplemental instruction during the school day in the regular classroom. During that time, student progress is closely monitored using a validated screening system, such as curriculum-based assessments. Students not showing adequate progress are moved to Tier 2 (RTI Action Network, 2019).

Robust Tier 1 Instruction is about:

- Aligning high quality core instruction to standards
- Implementing instructional practices that support all learners
- Maximizing student growth by using differentiation strategies such as:
 - adding depth and complexity to the curriculum
 - scaffolding lessons
 - pre-assessing students to form flexible groupings
 - implementing interest and/or learning centers

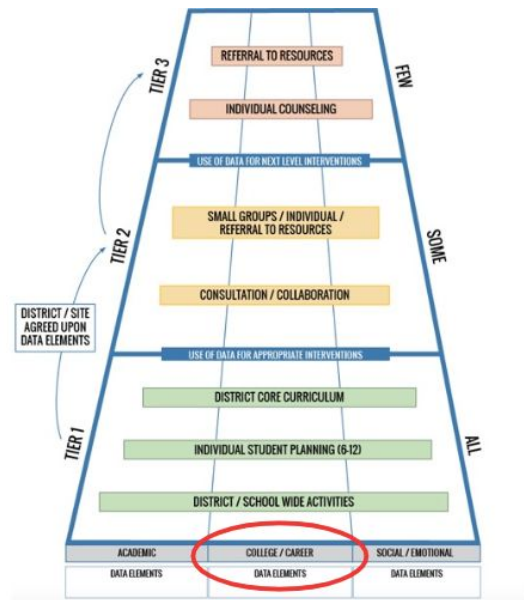
- employing questioning strategies
- facilitating independent study that emphasizes students' areas of interest
- previewing, reviewing, re-teaching, and frontloading
- Providing structures and systems for creating a positive school/classroom climate as well as explicit and integrated instruction of social-emotional skills (SEL)

(Madison Metropolitan School District, 2019)

In SMUSD, personnel such as school counselors and social workers throughout all tiers of intervention to provide universal, supplemental, and intensive interventions in the areas of behavior, social-emotional learning, and college and career readiness.

Adapted to the...

**Multi-Tiered,
MULTI-DOMAIN
System of
Supports**



Handout

Credit: Hatch, 2019

[Tier One Action Plan Template & Individual Learning Plan \(Hatch, 2019\)](#)

<https://docs.google.com/document/d/1j2kbl99YImWwJpqVdiasOsYEqHTRTFPRVRrWVf4IBao/edit>

<https://docs.google.com/document/d/1l3Nxu2lJwFIAukDqS0hRfxsLKFT3YNJslreiA-HHmY/edit>

Tier Two Targeted, Supplemental Instruction in San Marcos Unified School District:

Tier 2: Targeted Interventions

Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, and level of training of the professionals providing instruction or intervention. These services and interventions are provided in small-group settings for 5-10% of students, in addition to instruction in the general curriculum. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions.

Tier 2 Strategic Intervention and Support is about:

- Aligning and integrating Core instruction, school-wide academic and behavioral supports, which means:
In addition to Core instruction (Tier1), teachers provide supports that include intensifying evidence-based core strategies or use other evidence- based instructional strategies and/or programs.
- Matching interventions to student needs.
- Using data to provide more time and intensity of instruction and support (e.g., preview, review, frontload academic or other content, and provide more opportunities to learn) while regularly monitoring student(s) progress

(Madison Metropolitan School District, 2019)

Tier Two Action Plan Template & Data-Driven Decision Making Tool:

<https://docs.google.com/document/d/1Arb8HqvA3gwOHtFZ3qWY1Cc-S36i0O1gXk5gsGG-SNA/edit>

https://docs.google.com/document/d/1URoOZeNVIJVjFyrEY90DCObV2LDEsA8sl_pxFsd6E8U/edit

Tier One Results Report (for making Tier Two decisions)

<https://docs.google.com/document/d/1DaZpskuSTwkOdMHiUTZaPRYSKd8tJQBYeWPoGSXEm70/edit>

SMUSD Tier Three Intensive Interventions for Students not Making Adequate Progress:

Tier 3 Intensive Instruction and Intervention is about:

- Extending beyond Tier 1 and Tier 2 instruction and/or behavioral supports
- Increasing time and instructional intensity on a narrowly focused set of skills for academics and/or behavior

- Integrating Tier 3 instruction and support with Core (Tier 1) classroom instruction.
- Using frequent data in collaboration with a team to regularly monitor student progress
- Collaborating among all adults involved in the student's learning (families, classroom teacher, interventionist, Instructional Coach, etc.)

(Madison Metropolitan School District, 2019)

Tier Two Results Report Template (for Tier Three Decision-Making):

<https://docs.google.com/document/d/1dCE4hRYtfwQmCI1HYe2LMr6STKzFZsY-FJeKu8fOOZk/edit>

San Marcos Unified High School Counselor/Administrator MTSS Schedule & Tracking/Accountability Tool:

Monthly School Counseling Tasks Calendar

Administrator Check-In Tool

✓	BEFORE THE START OF THE SCHOOL YEAR	Contact Person
	Published districtwide AND school site school counseling annual calendar (for administration, staff, families, & students to view)	
	Completed Tier 1 core curriculum and Tier 2 action plans for the school year	
	Completed Annual Agreement (one per counselor - please sign it and return to them)	
	Staff presentation about the school counseling program (including SMART goals, Tier 1 core curriculum action plan, Tier 2 action plan, and other program activities for the school year, as well as results from the previous year)	

✓	AUGUST/SEPTEMBER (First Month of School)	Contact Person
	Widely publicize school counseling program , academic support programs, college/career programming, and social/emotional interventions and the plan for targeting underrepresented populations/families	
	Scheduled “ data day ” for reviewing grades, behavior, attendance, and other relevant data and determining which students qualify for interventions	
	Completed lesson plans and corresponding pre-post tests (aligned with SMART goals) that will be delivered this school year	

✓	OCTOBER	Contact Person
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	Scheduled “ data day ” for reviewing Quarter 1 data (grades, behavior, attendance, and other relevant data) and determining which students qualify for interventions	

✓	NOVEMBER	Contact Person
	Report of students eligible for Tier 2 interventions and the schedule for those interventions	
	Tier 1 core curriculum accountability sheet for Quarter 1 (what lessons were presented, to whom, and any results)	
	Plan for assisting all students in updating their 4-year plans (high school) and 6-year plans (middle school)	

✓	DECEMBER	Contact Person
	Implementation of school counseling annual calendar items	

✓	JANUARY	Contact Person
	Tier 1 core curriculum accountability sheet for Quarter 2 (what lessons were presented, to whom, and any results)	
	Scheduled “ data day ” for reviewing Semester 1 data (grades, behavior, attendance, and other relevant data) and determining which students qualify for interventions	
	Report of students eligible for Tier 2 interventions and schedule for those interventions	
	Plan for National School Counseling Week activities (including a flashlight presentation to educate stakeholders about the school counselor’s role and impact on students from the Fall curriculum/interventions)	

✓	FEBRUARY	Contact Person
	Implementation of National School Counseling Week activities (including a flashlight presentation to staff and other stakeholders)	

✓	MARCH	Contact Person
	Scheduled “ data day ” for reviewing Quarter 3 data (grades, behavior, attendance, and other relevant data) and determining which students qualify for interventions	
	Report of students eligible for Tier 2 interventions and the schedule for those interventions	

✓	APRIL	Contact Person
	Tier 1 core curriculum accountability sheet for Quarter 3 including which lessons were presented, to whom, and any results	

✓	MAY	Contact Person
	Implementation of school counseling annual calendar items	
	List of students not on-track for college and career readiness and the supports/interventions that are being implemented	

✓	JUNE	Contact Person
	Tier 1 core curriculum accountability sheet for Semester 2 (what lessons were presented, to whom, and any results)	
	Scheduled “ data day ” for reviewing Semester 2 data (grades, behavior, attendance, and other relevant data) (all schools)	
	Report of students eligible for Tier 2 interventions and schedule for those interventions for the Fall semester	

Identification and Selection of Evidence-Based Practices or Programs for Foothills High School CSI Plan:

Based upon guidance from the Iris Center (2019)

1) *Identify the type of practice or program needed, and the target skills or behaviors to address:*

Weekly formative assessments indicated that literacy and reading proficiency are areas of need for students. Assignment completion data indicated that students were not engaging in online coursework and were not completing weekly assignments at a rate needed for credit completion. Students were either not completing course requirements or were doing so at a much slower pace than needed to graduate on time. Target skills/behaviors associated with course completion and engagement are student motivation, executive

functioning (organization and time management), self-advocacy (asking for help when needed). Additional target skills identified through student and teacher surveys are employable skills and communication/interpersonal skills, which may be an area of need due to the virtual educational setting associated with the independent study program.

2) Choose a practice or program that is right for the site, taking into consideration students, setting, resources, and evidence level. FHHS has selected the following practices, programs, and interventions to include within and fund through the CSI plan:

CSI Funding Area 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-promise,” 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.

CSI Funding Area 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.

CSI Funding Area 3: 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.

CSI Funding Area 4: 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 training. 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.

Additional Supports and Improvement Initiatives, Foothills High School:

Efforts from site counselors, social workers, and administration will also address student needs through fostering opportunities for dual and concurrent enrollment at Palomar College to address college and career dashboard indicators. By providing students with individual counseling and coaching, students will have greater access to multiple pathways which will lead to college and career readiness. FHHS will also begin to integrate Advanced Placement courses to increase equity and access for post-secondary opportunities, also increasing student motivation by offering them more challenging coursework. All students are given instruction via text book, Nearpod, Google classroom, or edgenuity with text books and material adopted by the school district via the School Board.

In 2019-2020, FHHs staff focused on Trauma Informed Care, understanding at-risk youth, and foster youth throughout the year. Teachers were part of monthly in-service training regarding these groups presented by social workers, psychologists, and counselors. This year teachers have been focusing on common core standards and how they apply to CAASPP, NGSS standards, and formative assessment. These areas have been a noted weakness on our campus, as indicated by needs assessment data.

In 2019-20, FHHS utilized district-provided TOSAs/instructional coaches to assist with mathematics, English, and technology. This year the FHHS team will collaborate with the traditional high schools in content areas to assist with instruction and support. All teachers have been trained in Essential Elements of Instruction through the SMUSD EEI program.

Every student enrolled at Foothills High School has an individualized independent plan that is aligned with district and state credit requirements. Teacher- parent-student teams meet weekly to address progress and adapt pacing.

Intradistrict collaboration:

FHHS employs two general education teachers (with multiple subject and math credentials), a special education/English language development teacher, and a credit recovery teacher. The Foothills staff collaborates as a team and will move forward by working with the feeder high schools to align more effectively with all schools in San Marcos Unified, with individualized support from the Director of Secondary Education.

Foothills High School 2020-2021 Goals for Improvement 1-3:

- 1) In conjunction with completing their ELA graduation requirements for San Marcos Unified School District by June 2021, we will also increase student Lexile scores by an average of 10% for all students using a Reading Intervention program as measured by Achieve 3000 pre- and post- assessments.
- 2) In conjunction with completing their mathematics graduation requirements for San Marcos Unified School District by June 2021, all students will increase their math skills base by 10% as measured by math intervention pre- and post-test results.
- 3) By end of 2020-21 school year, 70% of seniors will have enrolled and registered for a post- secondary program (including community college, training courses, or continuing education) based on student interest surveys as measured by counselor logs, interest survey results, and student portfolios.

Strategies to Address Goals 1-3:

- 1) Implement Common Lit as a supplement to ELA curriculum. Common Lit is aligned to Common Core, mirrors the question types in CAASPP and allows for more interventions based on data analysis of formative and summative data.
- 2) Implement the ability to customize math classes so that students are able to engage in a "math support" curriculum. Formative and Summative assessments will be used to determine appropriate level of math support.
- 3) Evaluate interventions and implement new methods for supporting students' learning needs to ensure success through program evaluation, walk-throughs, and committee driven evaluation.
- 4) Expand Edgenuity offerings so that students are engaging with the tools and mechanics of the CAASPP test on a more regular basis.
- 5) Chromecarts and Chromebooks for Specialized Programs, EL, and Gen Ed - Give all students (including Special Education and EL) equal access to devices during school closures and independent study to assist with differentiated instruction in all academic areas and communication.
- 6) Purchase and integrate *Actively Learn* reading support for students to increase post-secondary skills and reading comprehension on independent study assessments.
- 7) Purchase and implement *Achieve 3000* Reading Intervention - Reading support and intervention program to increase lexile reading scores of all students. Includes pre- and post- diagnostic assessments.
- 8) Integrate EdPuzzle, nearpod, and Google Classroom into independent study to include differentiation, learning styles, motivation, and

increase credit completion.

- 9) Tutoring - To provide students additional support outside of the school day as needed to accommodate students in an independent study curriculum, employment, and other needs
- 10) Integrate IXL Math support and diagnostic assessments into student activities to increase math skills.

Foothills High School 2020-2021 Goals for Improvement 4-6:

4) In conjunction with completing their ELA graduation requirements for San Marcos Unified School District by June 2021 all English Learners will increase student Lexile scores by an average of 20% using a Reading Intervention program as measured by Achieve 3000 pre- and post-assessments.

5) By the end of the 2020-21 school year, 100% of English Language Learner seniors that have enrolled in community college will complete the FAFSA as measured by academic counselor data.

6) By the end of the 2020-21 school year, all English Language Learner students will have met with the Career Planning and Academic Counselor one time per month to establish a career path, portfolio, and applications (as needed) as measured by counselor logs and portfolio completion.

Strategies to Address Goals 4-6:

- 1) Provide access to a counselor to assist students with attendance, positive reward systems, FAFSA, and enrolling in community college. Counselors will evaluate transcripts, review transportation, needs of dual/concurrent enrolled students, support students with post secondary needs, and assist with career center development and workshops.
- 2) Increase training of general education teachers on SDAIE techniques within the classroom to increase literacy of EL students. Teachers will integrating the 4 domains of language, SDAIE strategies, and EEI strategies
- 3) Create and maintain a library with high interest reading materials for students to have increased access and to encourage literacy. The library will include a broad range of reading levels to maximize lexile score evaluation.
- 4) Collect and analyze district- and school-level summative and formative mathematics learner data; identify students from each grade level for reading interventions and their specific math needs. Teachers will use data from various forms of formative assessments given in the classroom to drive their instruction.
- 5) Engage EL students in educational pathways, academic progress, grades and attendance rates. Bilingual counselor and assistant principal to support teachers with parent communication.
- 6) Tutoring - To provide students additional support outside of the school day as needed to accommodate students in an independent study curriculum, employment, and other needs

- 7) Integrate IXL Math support and diagnostic assessments into student activities to increase math skills

Foothills High School 2020-2021 Goals for Improvement 7-9:

- 7) In conjunction with completing their mathematics graduation requirements for San Marcos Unified School District by June 2021, all students will increase their math skills base by 10% as measured by math intervention pre- and post-test results.
- 8) By the end of the 2020-21 school year, all SpEd students will have met with the Career Planning and Academic Counselor one time per month to establish a career path, portfolio, and applications (as needed) as measured by counselor logs and portfolio completion.
- 9) In conjunction with completing their ELA graduation requirements for San Marcos Unified School District by June 2021 all Special Education students will increase student Lexile scores by an average of 1 grade level by using a Reading Intervention program as measured by Achieve 3000 pre- and post- assessments.

Strategies to Address Goals 7-9:

- 1) Provide access to a counselor to assist students with attendance, positive reward systems, FAFSA, and enrolling in community college. Counselors will evaluate transcripts, review transportation, needs of dual/concurrent enrolled students, support students with post secondary needs, and assist with career center development and workshops.
- 2) Create and maintain a library with high interest reading materials for students to have increased access and to encourage literacy. The library will include a broad range of reading levels to maximize lexile score evaluation.
- 3) Collect and analyze district- and school-level summative and formative mathematics learner data; identify students from each grade level for reading interventions and their specific math needs. Teachers will use data from various forms of formative assessments given in the classroom to drive their instruction
- 4) Collaborate with feeder high schools (MHHS and SMHS) to increase alignment for SPED students, accommodations, interventions, and classroom instruction.
- 5) Tutoring - To provide students additional support outside of the school day as needed to accommodate students in an independent study curriculum, employment, and other needs
- 6) Chromecarts and Chromebooks for Specialized Programs, EL, and Gen Ed - Give all students (including Special Education and EL) equal access to devices during school closures and independent study to assist with differentiated instruction in all academic areas and communication.

Foothills High School 2020-2021 Goals for Improvement 10-11:

10) Students will have access to more motivating school factors that will include increased access to PBIS reward systems, social worker involvement for family resources, academic counselors, access to school psychologist, engaging and relevant curriculum (NGSS) and increased electives (art and Edgenuity), support local residential placement for foster teenage girls, and dual enrollment with Palomar Community College students as measured by attendance logs, transcripts, and discipline data.

11) Teachers and administrators will develop a student handbook that will reflect student and parent needs during virtual and on-site instruction to help identify expectations, credit completion, post-secondary evaluation, and nuances to independent study.

Strategies to Address Goals 10-11:

- 1) Foster Youth Liaison to work after hours with group home therapists and students to give a better school experience. Liaison will participate in CFT meetings, student support, home visits, and encourage students to attend school. These students are high risk students that need additional support.
- 2) Mental Health Staff additional hours for Summer Student Intervention - As an intervention during summer and school shutdowns, utilize mental health workers to maintain relationships, crisis intervention protocols, and family outreach. Designed to maintain student safety and school motivation.
- 3) Art Supplies - As one of our limited electives, this gives students opportunities to experience multiple mediums throughout the year and add new mediums.
- 4) Edgenuity licenses to give students multiple opportunities to earn credit in multiple learning modalities. Students will have access in class, study skills classes, after school, and within their home.
- 5) Provide access to a social worker to work with families directly regarding basic needs, resources, mental health needs, and communication. The social worker will be used for home visits, workshops for students and parents, drug interventions, counseling, support of homeless families, and parent engagement.
- 6) Provide access to a counselor to assist with PBIS, stakeholder involvement, community awareness, and attendance rewards. Counselor will also work with mental health team to address additional needs of families.
- 7) Increase availability of administrative team, school psychologist, and identify preferred adults for students to engage and create more meaningful relationships.

Foothills High School 2020-2021 Goals for Improvement 12:

12) Through PBIS, social worker, school psychologist, counselor contact, parent involvement, student communication, one on one academic assistance and student engagement we will increase student graduation rates by 20% as measured by end of the year data.

Strategies to Address Goal 12:

- 1) Purchase Chromecarts and Chromebooks to give all students (including socioeconomically disadvantaged students) equal access to devices during school closures and independent study to assist with differentiated instruction in all academic areas and communication.
- 2) Tutoring - To provide students additional support outside of the school day as needed to accomodate students in an independent study curriculum, employment, and other needs
- 3) Involve parents more frequently communicating progress, achievement, and goals outlined by the students and teachers.
- 4) Review academic progress and transcript evaluation quarterly with academic counselor and teachers.
- 5) Practice organization, time management skills, and executive functioning skills with students in orientation and throughout the year in order to keep students more focused on graduation.
- 6) Evaluate the effectiveness of independent study for each study each quarter based on completion, mastery, and comfort.
- 7) Evaluate the effectiveness of curriculum delivery for each student and assess need for textbook, virtual, independent, self guided, and differentiated instruction.
- 8) Create and encourage students to attend senior activities as developed by students in an effort to create a more enriching and social desire to graduate with their peers.

Foothills High School 2020-2021 Goals for Improvement 13:

13) By the end of 2020-21 school year, teachers will collaborate and create an enriched weekly orientation and study skills program (including additional teacher training, collaboration with sites, and assigned time to create) that is relevant and accessible by all students in virtual and on-site format as measured by video catalog.

Strategies to Address Goal 13:

- 1) Google Classroom Professional Development - Multiple opportunities for staff to become more proficient in educational platforms to give students a more dynamic education, virtually and in- person.
- 2) Provide Orientation Supplies - To create a cohort of new students every week to develop relationships, school culture, graduation plans, and school expectations.

- 3) Create teacher-developed short videos that are interactive using EdPuzzle, Nearpod, and Google classroom that address independent study, college and career, study skills, and executive functions.
- 4) Provide PD in the EdPuzzle Program - A virtual program designed to differentiate curriculum in an effort to make virtual and on-site learning more accessible and dynamic for student growth in all academic areas.

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the plan to support student and school improvement:

San Marcos Unified shall monitor and evaluate the Foothills High School SPSA, inclusive of the CSI targeted efforts around increasing graduation rate, as well as student achievement indicators, through regular consultation, communication, and collaboration with the school principal and assistant principal. The SPSA goals will be reviewed with the District Leadership Team, consisting of the Superintendent, Assistant Superintendent of Instructional Services, and Director of Secondary Education three times per year as part of the principal goal development and review process. The Director of Special Programs shall meet with the site principal prior to each of the goal meetings with the superintendent, to review progress, offer additional resources and support, and help to clearly communicate and disseminate data to stakeholders. The site principal will address goal progress, in writing, three times per year, and will evaluate annual goal progress within the 2020-2021 School Plan for Student Achievement in June 2021.

FHS key stakeholders shall be engaged through site and district-provided quality improvement surveys, reviewed with the site principal and district leadership team. The FHS community, comprised of students, staff, and parents, is involved in evidence-based planning and decision making via staff meetings, parent advisory council meetings, staff/parent surveys, and student focus groups and surveys. FHS stakeholders will also participate in district-level parent advisory committee meetings, as well as LCAP stakeholder meetings (likely all virtual in 2020-2021 due to COVID safety protocols). FHS staff are invited to participate in district-wide professional learning communities and curriculum councils, where they may provide input and feedback as to the effectiveness of district supports in place. District-level leadership, including the Director of Secondary Education and the Director of Special Programs will avail themselves to attend School Site Council, ELAC, and FHS staff meetings, to discuss strengths and challenges associated with the CSI plan, and additional support desired by the site.

