

COVID-19 Operations Written Report for San Marcos Unified School District

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone	Date of Adoption
San Marcos Unified School District	Tiffany Campbell Assistant Superintendent	tiffany.campbell@smusd.org 760-752-1230	June 16, 2020

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of the changes your LEA has put in place. LEAs are strongly encouraged to provide descriptions that do not exceed 300 words.

Provide an overview explaining the changes to program offerings that the LEA has made in response to school closures to address the COVID-19 emergency and the major impacts of the closures on students and families.

In response to the COVID-19 SMUSD closed schools beginning March 16th. The closures included a shift in instructional programs to a virtual format, a reduction in the number of instructional minutes and the elimination of all in person social and extracurricular student activities. The school closures and shelter in place orders also precipitated shifts in business operations including changes in custodial and maintenance & operations schedules for deep cleaning of district facilities; and a shift in our technology philosophy and operation from a primarily site-based technology program comprised of student access to classroom devices to a 1:1 model in which each student has access to a device of his/her own.

In the instructional program, secondary schools continue to offer all subject areas, including modified versions of visual and performing arts, physical education, and career technical education courses. In elementary, the instruction program was modified to focus on English language arts, math, and English language development, with optional activities in other subject areas such as visual and performing arts. Services for students needing academic and social/emotional support continue with some necessary modifications.

Annual end-of-year processes such as new student registration, course selection, and systems for parent/student communication (report cards), were modified to an online/digital format.

Three weeks into the distance learning program students, parents, and staff were surveyed to determine strengths and potential refinements of the program. Prompts pertained to the access to and use of digital supports, mental health and well-being, professional development, the instructional program, and communication by the District. Based on the results of the survey, additional communication was sent to the community ensuring understanding of the expectations regarding the distance learning program.

Input from parent representatives on the Parent Advisory Committee and the District English Language Advisory Committee echoed the concerns of the survey respondents: learning loss and the impact for next year; inconsistent levels of engagement and accountability for their children; and the social-emotional well being of their children. This information as well as information from subsequent surveys will be used to guide decisions regarding the reopening of schools.

Provide a description of how the LEA is meeting the needs of its English learners, foster youth and low-income students.

The District has implemented a uniform schedule for instructional time during the morning hours with office hours during the afternoon for all schools in order to maintain a common routine for students, teachers and families. Within that schedule, each school has developed a support and intervention plan to best meet the needs of its English learners, foster youth and low-income students. The first level of intervention includes staff reaching out through phone calls, emails, texts and home visits to students who are not engaging in Distance Learning in order to determine the reason and remove any potential barriers such as technology issues, social emotional issues or lack of basic resources.

English learners continue to get ELD instruction during the instructional time as part of the core program. Designated ELD is provided through Rosetta Stone along with customized ELD assignments using the District's adopted texts, Benchmark Universe, Springboard and HMH Collections. Integrated ELD has been facilitated by making text more accessible using Screencastify videos and audio supports embedded in the adopted texts. Teachers are supporting vocabulary development and scaffolding using graphic organizers, sentence frames, and visual supports. Teachers are holding Google Meets to differentiate instruction based on need and offering office hours to clarify assignments and offer individualized support. Listening and speaking protocols have been established along with digital citizenship. At the middle and high school levels, students are receiving English language development through designated ELD two times a week. Some teachers are providing directions in multi-languages and when possible providing instructional resources in different languages for our emerging students. EL TOSAs assist in translating materials or directions for teachers, parents and students. Site level staff and the District EL administrator have contacted students and parents to guide them through the Distance Learning platform and have communicated with each students' teachers.

The high schools are offering daily online tutoring for all subjects with Bilingual Instructional Aides. The EL Coordinator and Bilingual Instructional Aides conduct weekly email check ins with all ELs. The EL Coordinator at each high school provides sample lessons, coaching, and regularly scheduled meetings for teachers to share best practices for engaging students and to coordinate support for EL students (Mentors, Bilingual Student Leaders, Bilingual Instructional Assistants).

DELAC and ELAC meetings continue in virtual format to provide updates to parents of English learners and receive feedback on the level of support their children are receiving through our distance learning model.

The schools offer small group instruction provided by the general education teacher during both the morning instructional hours and in the afternoons utilizing intervention team members (TOSA, instructional aides, educational specialists) for students needing academic support. Elementary students are getting a double dose of reading instruction that includes phonics/foundational support using multisensory strategies, videos, interactive games, decoding support, added vocabulary development, and comprehension support. Screencastify and Flipgrid are tools used by staff to support students in specific areas of need. If needed, students also have access to a talk-to-text program to help them express their ideas in writing.

Secondary students receive 1:1 support specific to their needs by subject area. In addition, teachers and administrators at our alternative high school make daily phone calls to students to assess needs and well-being. Teachers at all levels use office hours to support individual students.

Schools provide resources to families in need of basic services connecting them with community organizations and material resources as needed. The District Virtual Learning Task Force comprised of school social workers, foster youth liaisons and counselors created a Social Emotional Resource guide that is posted on the District website along with a Community Resources Guide. The Resource Guide includes a family letter regarding available supports, suicide prevention protocol, a distance learning social emotional support procedure for teachers on student engagement and consideration of trauma informed care. School newsletters address various social emotional needs and tips to support student and family success.

Additionally, district's social-emotional curriculum is delivered in small group instruction, counselors make contact regularly with students who are more vulnerable and social workers or psychologists meet 1:1 with individual students needing support.

Provide a description of the steps that have been taken by the LEA to continue delivering high-quality distance learning opportunities.

Despite the interruption of the school year due to COVID-19 closures, our SMUSD focus remains the same, to strive to 'deliver high-quality educational opportunities to students through distance learning.' Beginning with the week of March 16th, staff created optional extended learning activities and lessons for students at every grade level. Simultaneously, the district surveyed parents to determine device and internet needs. Chromebook distribution began for families without devices and a streamlined process to secure internet service was facilitated with local internet providers to assist families without service. During the weeks of March 23-April 3, optional daily lessons with a suggested schedule were provided to students at every grade level in core subject areas, VAPA, P.E. and foreign languages. Teachers engaged in professional development in using Google Suite for Education, the district's platform for distance learning, and applications such as Google Meet and Classroom, Screencastify and Flipgrid as well as the digital tools available with textbook adoptions. Teachers used the week prior to spring break, March 30-April 3, to plan with their administrators and colleagues at their respective school sites and across the District to develop how best to deliver new content and support for students within the district's new distance learning structure.

Distance learning began the week after spring break, April 13th, with a uniform structure that includes specific instructional periods in the morning and afternoon office hours to provide additional support for students as needed. Elementary instruction from Tuesday through Friday focuses on English language arts, English language development and mathematics with science and history content embedded within English language arts. "MondayFunday" includes an enrichment menu of activities in VAPA, PE, STEAM, service learning, book club and virtual clubs offered through Boys and Girls Club of San Marcos. Middle school and high school students attend virtual classes Tuesday through Friday, engaging in each of their regularly assigned period classes two days a week. Teachers use Mondays for preparation, professional learning, and collaboration with colleagues and their administrator.

Technology support was offered through hotlines for teachers to aid in the implementation of the distance learning model and for parents/students to help in using devices and accessing and using programs. Videos and a question and answer document were also posted on the website to support parents in the implementation of distance learning.

Attendance is monitored through students' log-in activities, teachers taking attendance, and site level monitoring processes. Each site has an intervention plan for students who do not "attend" Distance Learning.

Teachers monitor and evaluate student performance in class and on assignments. Students at the elementary level will receive a second semester summary of progress showing their performance at the point of school closure in English language arts, English language development and mathematics juxtaposed with their engagement in Distance learning in those same areas. Students in middle and high school will have an opportunity to increase their grades from the date of closure through their performance in activities and assignments provided through Distance Learning, but will not suffer a decrease in their grades. They may earn a grade of A, B, C, Pass or Fail.

Provide a description of the steps that have been taken by the LEA to provide school meals while maintaining social distancing practices.

The District has made access available (using all possible state and federal waivers) to all students within the District. These meals are provided daily from nine of our school locations. When an individual picks up a meal, they receive both a breakfast and lunch, grab-and-go style. We are continuing to provide meals which can be eaten hot as well and providing instructions on the optimal heating instructions. All nutrition services staff are wearing appropriate Personal Protective Equipment (PPE) when serving our community. Meals are packaged, and where possible, are placed in the car while minimizing all human contact. On average, more than 9,000 meals have been served daily since we have begun the grab-and-go delivery model.

As an additional service, beginning March 23rd, The Boys and Girls Club which serves as a partner through five District schools' ASES programs, has been purchasing and distributing "grab and go" hot meals to SMUSD families from their clubhouse, handing out approximately 450 meals per day. Additionally, in partnership with Provision San Diego, individual school sites have been able to provide food for the Backpack Program at various sites.

Provide a description of the steps that have been taken by the LEA to arrange for supervision of students during ordinary school hours.

In May, the San Diego County Office of Education surveyed essential workers and their childcare needs. Within San Marcos 47 parents responded with a need for childcare.

SMUSD has continued to utilize ASES and ASSETS budgets to fund partnerships with local entities to offer assistance to district students and families. The Boys and Girls Club is our primary partner, having programs at five district campuses through ASES. Each ASES site director personally called to check in with families of ASES participants to assess needs. Additionally the Club social worker on staff has offered ongoing social/emotional support to families. Using ASES funds, the Club has also been offering virtual programming/clubs for all SMUSD students with activities and video content that is updated weekly and will continue through the summer. The Boys and Girls Club also has a plan to offer childcare at a ratio of 1:8 using ASES funding. Using this ratio they are able to house 80 children safely in the facility using social distancing. The Club will prioritize spots to the following: 1) children of essential care workers who attend the 5 district schools with ASES programs; 2) Homeless/foster youth who attend the 5 district schools with ASES programs; 3) any child of essential workers; 4) homeless/foster youth of non-ASES schools.

San Marcos Unified is working with our preschool partner, Educational Enrichment Center, to potentially reopen one centralized location to provide support for parents who are essential workers with preschool aged children.

SMUSD has also worked with the San Marcos Sheriff's Department to utilize School Resource Officers to conduct wellness checks on older students and to accompany site administrators on home visits to students during the school day.

The district surveyed families regarding their preference of models for the reopening of schools. The initial results of the survey indicate that supervision of students is a concern of parents as businesses start to reopen and parents begin to return to work outside of the home. These survey results will be used to help guide district decisions regarding the instructional model implemented in the fall, and the facility and staffing requirements needed for childcare.