

California Department of Education  
California Gold Ribbon Schools Program  
2016-17 Exemplary Arts Education Application  
Part I

Cover Page

37-73791-3737632

County-District-School (CDS) Code

San Diego

County Name

San Marcos Unified

District Name

San Marcos High School

School Name (If your school is selected for honors, this school name will be engraved on the award plaque.)

1615 San Marcos Blvd

Mailing Address

San Marcos, 92078

City and Zip Code

760-290-2200

Area Code and Phone Number Ext.

760-736-8275

Area Code and Fax Number

tiffany.campbell@smusd.org

Principal's E-mail Address

Tiffany Campbell

Winter Break (Alternate) Contact Name

760-715-9243

Area Code and Phone Number Ext.



*I certify that I have reviewed the information contained in this application and, to the best of my knowledge, it is complete and accurate. I further certify that:*

- The Office for Civil Rights does not have any outstanding findings of civil rights statute violations by the school or district that may affect the school;*
- There are no pending lawsuits by the Department of Justice against the district alleging that the school, or the district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clauses; and*
- The school or district is addressing or has addressed any identified areas of noncompliance under federal or state laws and regulations.*

Tiffany Campbell

Principal's Name

Tiffany Campbell 12-5-16  
Principal's Signature Date

Kevin Holt, EdD

District Superintendent's Name

Kevin Holt 12-5-16  
District Superintendent's Signature Date  
(or authorized designee)

Posted on November 8, 2016

### School Demographics

1. Total school enrollment: 3238
2. Which category best describes where your school is located?  
 Urban       Suburban       Rural
3. What is your school calendar?       Traditional       Year-round       Modified
4. Is your school a charter school?       Yes       No
5. Number of full-time and part-time staff members in each of the categories below:

	<u>Full-time Staff</u>	<u>Part-time Staff</u>
Administrators	<u>6</u>	<u>        </u>
All classroom teachers	<u>119</u>	<u>        </u>
Arts (VAPA) or Career Technical Arts, Media and Entertainment (AME) teachers	<u>7</u>	<u>        </u>
Counselors	<u>7</u>	<u>        </u>
Credentialed librarians	<u>0</u>	<u>        </u>
Nurses	<u>1</u>	<u>        </u>
Psychologists	<u>2</u>	<u>        </u>
Technology/media specialists or technicians	<u>2</u>	<u>        </u>
Paraprofessionals	<u>14</u>	<u>12</u>
Campus resource officers	<u>1</u>	<u>        </u>
Other staff ( <i>specify</i> ) <u>Speech Language Pathologist</u>	<u>2</u>	<u>        </u>
Social Worker	<u>1</u>	<u>        </u>
Classified (campus supervisors, guidance tech, health clerk, typist clerk, custodian, secretary	<u>28</u>	<u>23</u>
 Total staff	 <u>190</u>	 <u>35</u>

## Arts and/or Arts, Media and Entertainment (AME) Education Demographics

1. Number of Arts/AME courses, labs, and program spaces

	<u>Number of Arts Courses</u>
Art	<u>7</u>
Dance	<u>4</u>
Music	<u>10</u>
Theatre (including Technical Theatre)	<u>2</u>
Media Arts	<u>7</u>
Total courses	<u>30</u>

2. Number of students currently enrolled in your Arts and/or AME program and schoolwide at each grade level: Complete all grade levels appropriate to your school site

	<u>Number of Students in Arts/AME</u>	<u>Number of Students Schoolwide</u>
Grade 7	<u>      </u>	<u>      </u>
Grade 8	<u>      </u>	<u>      </u>
Grade 9	<u>609</u>	<u>923</u>
Grade 10	<u>432</u>	<u>826</u>
Grade 11	<u>485</u>	<u>775</u>
Grade 12	<u>591</u>	<u>714</u>
Other (fifth-year seniors, etc.)	<u>      </u>	<u>      </u>
Total	<u>2117</u>	<u>3238</u>

3. Percent of students in your Arts/AME program and schoolwide by race/ethnicity based on current year data:

	<u>Percent of Students in Arts/AME Program</u>	<u>Percent of Students Schoolwide</u>
American Indian/Alaska Native	<u>1</u> %	<u>0</u> %
Asian	<u>8</u> %	<u>5</u> %
Black or African American	<u>2</u> %	<u>3</u> %
Filipino	<u>4</u> %	<u>2</u> %
Hispanic or Latino	<u>37</u> %	<u>43</u> %
Native Hawaiian/Pacific Islander	<u>0</u> %	<u>1</u> %
White	<u>45</u> %	<u>44</u> %
Two or More Races	<u>3</u> %	<u>2</u> %
Total	<u>100.0</u> %	<u>100.0</u> %

### Directions to Your School

If your school is selected as a statewide nominee, the site visit team members will need directions to your school.

San Diego  
County

San Marcos Unified  
District

San Marcos High School  
School

1615 San Marcos Blvd  
Street Address

San Marcos 92078  
City and Zip Code

Tiffany Campbell  
Principal

760-290-2200  
Area Code and Phone Number      Ext.

San Diego International Airport – Located 40 minutes south of the city of San Marcos  
Name and Location of the Nearest Airport

Hwy-78  
Major Freeway Access

Provide detailed travel directions indicating the surface streets that lead to your school. Please do not submit directions or a map generated by an Internet Web site.

Traveling on I-5:

- East on Hwy 78
- Exit Rancho Santa Fe – Turn right to head south on Rancho Santa Fe
- Left on San Marcos Blvd
- School is on the right

Traveling on I-15:

- West on Hwy 78
- Exit San Marcos Blvd – Turn left to head west on San Marcos Blvd
- School will be on the left

## Arts Education Synopsis

### San Marcos High School

#### Vision Statement

*Inspire students to explore, master and appreciate the arts throughout life.*

#### Mission Statement

*SMUSD provides all students a high-quality, comprehensive, standards-based arts education that promotes creativity, collaboration, critical thinking and communication. Our students are culturally literate consumers of, and contributors to the local and global arts community.*

On September 24, 2014 the Arts Empower Task Force met for the first time with the task of writing a strategic Visual and Performing Arts Education Plan for San Marcos Unified School District. The committee's goals were to create a visionary plan for San Marcos that would provide a high quality, comprehensive, sequential, standards-based arts education for all students at all schools. This committee represented a cross section of the district including administrators, visual and performing arts teachers, multiple subject teachers, community members, parents and students. The goal is to fully implement the plan within 3- 5 years, acknowledging that the implementation timeline will need to correspond with overall district financial obligations.

In the four sessions, the committee created a vision statement, mission statement and a District Plan to enrich SMUSD students' lives with the arts. The Plan is divided into six 'Focus Areas' that address the specific needs of a comprehensive arts program. Resources used to help define these focus areas were the *National Core Arts Standards, 2014*; *The Qualities of Quality: Understanding Excellence in Arts Education*, Project Zero, Harvard University, 2009; and *Ed Codes 51210, 51220 and 8950*.

The Focus Areas are:

1. Leadership
2. Equal Access
3. Professional Development
4. Curriculum and Instruction
5. Arts Collaboration
6. Community Connections

**California Department of Education**  
**California Gold Ribbon Schools Program**  
**2016-17 Exemplary Arts Education Application**  
**Part II**

**School Programs and Processes**

**Theme 1 – Program Administration, Assessment, and Accountability**

Through the development of a strategic arts plan, San Marcos Unified School District has committed to a sequential and standards based arts education for all of the five VAPA disciplines: Music, Dance, Theatre, Visual Arts and Digital Media. These programs fall under the supervision of the district Visual and Performing Arts (VAPA) Coordinator. San Marcos High School maintains a rigorous and comprehensive arts program that offers a wide range of classes to students with various interests and skill levels. Over the last ?? years, SMHS has expanded course offerings in order to reflect student interest, increase student engagement and connectedness to school, and to prepare students for post-secondary VAPA and AME opportunities. Student access to the arts is paramount and is reflected in the master schedule, with opportunities to extend the traditional 6 period day with additional 0 and 7<sup>th</sup> period course offerings in the arts. In addition to beginning and advanced level courses, SMHS fosters a sequential Conservatory program that partners with local universities and industries. This school attribute was also featured in the 2014 WASC report. Arts, Media, and Entertainment (AME) courses at San Marcos High School have industry partners and are part of pathways leading towards specific college and career options. Through an increased number of AME pathways such as the “Screen Writing” and “Music Business” as well as additions to AP/Honors offerings, VAPA/CTE are part of the San Marcos LCAP. Currently there are 30 unique VAPA/AME classes, that include the addition of 2 weighted classes; Honors Wind Ensemble and AP Music Theory

SMHS site administration works closely with the VAPA Department Chair, a fulltime teacher who receives an additional stipend. All VAPA/AME programs are evaluated by site administration via observation by Assistant Principal and/or Principal. This is in addition to observation and consultation with the VAPA Coordinator. Within the first month of each academic year, the VAPA team establishes its annual goal set that must contain meaningful and measurable outcomes. The team then meets weekly during PLC time to self-assess progress toward these goals. In this structured PLC time, teachers have the opportunity to plan together. Progress is also shared and discussed with the VAPA Coordinator at the district's secondary subject area council. The current AME pathways (digital media, music business, screenwriting, fine woodworking) also follow the CTE guidelines, meeting with industry partners to assess program progress and alignment to industry standards

The VAPA team is responsible for reporting the outcomes of the annual goals at the end of the year to site and district administration. The CTE/AME team is also responsible for reporting to the site and district with the addition of the annual summary with industry partners. VAPA/CTE must also provide data to site administration for the purpose of progress towards LCAP goals.

## **Theme 2 – Curriculum and Instruction**

San Marcos Unified School District adopted the National Core Art Standards in 2015 and is using them in conjunction with the California State framework for the Visual and Performing Arts. All VAPA/AME classes are A-G approved, standards based and sequential. 1 year of VAPA/CTE is required for graduation. While elementary arts scope and sequence is in development, a sequence exists for grades 7-8 and leads into the SMHS programs. There are also a series of joint concerts and events that create vertical congruency. For performing arts at the high school level, the sequence stays within each single discipline (i.e Dance 1, Dance 2 Dance 3 and Concert Band, Wind Ensemble, Wind Symphony) Visual arts sequence begins in Drawing and Painting, then offers a sequential choice in drawing and painting, 2D or 3D pathways. The Music Conservatory offers 4 internal sequential pathways: Instrumental, Vocal, Jazz, Music Production.

The instruction at San Marcos High School is process driven, focusing on developing artistically literate students who are creative and divergent thinkers. The goal is to not only develop student artists but also to highlight the transferable skills developed while in the VAPA/CTE classes. SMUSD has developed an arts overlay for the NGSS method of inquiry, and the faculty uses it a guide for creating questions that provoke deeper thought into art and context. The San Marcos VAPA faculty also use the SMUSD arts-ELA (technical text) overlay to strengthen students artistic literacy. These processes take place in individual, collaborative, and ensemble environments.

The sequential curriculum for each discipline is a combination of artistic skill development lessons and contextual projects. Throughout the academic year, students are required to apply developed skills to individual and collaborative projects that require “real world” problem solving. VAPA/CTE students are required to navigate scenarios and parameters that professional artists encounter (i.e. composing music for Sci-fi show, choreographing for a particular space, creating public art). This type of work culminates in the discipline specific cornerstone assessment, which is student driven and gives them a chance to apply all knowledge acquired in a method that displays 21<sup>st</sup> century skills For example, for the Senior Recital students are responsible for every step from planning to performance: select/choreograph selections, write rationale selections, write program notes, create physical printed? program, reserve performance space, market the event, acquire addition personnel for performance and event support, perform concert, and post-performance reflection).

All faculty are certificated VAPA/CTE teachers that bring an immense background of professional experience and connections into the classrooms. In each department, students have access to different professionals throughout the year in the form of clinicians and guest speakers, such as musicians from the San Diego Symphony, professional dancers from local companies and professional stage audio/lighting designers



### **Theme 3 – Student Assessment**

The VAPA department at San Marcos High School uses a variety of assessment tools that include both formative and summative assessments. Teachers collaboratively created these discipline specific rubrics and reached out to industry partners for input. Rubrics for grading are based on the National Core Arts Standards and are designed to provide both academic and detailed practical feedback. Technology has become an integral part of the assessment process. The VAPA team has adopted the use of a variety of web-based software to collect student work for assessment. Software such as “Charms” and “Portfolium” allow students to create portfolios that enable individual assessment and personal reflection.

The San Marcos High School community celebrates students’ VAPA and AME achievements. SMHS faculty, district office staff, and community leaders regularly attend student performances and exhibitions with Axiom, Cavalcade and Empty Bowl being the annual fixtures. The events are also featured on Knights News, the weekly student broadcast. Additionally, the SMUSD School Board formally recognizes achievements at school board meetings. Last year, 5 SMHS student received VAPA scholarships totaling \$3000.

### **Theme 4 – Student Support**

As students prepare to transition to high school, the counseling team partners with middle school and high school VAPA staff to increase awareness and generate interest for SMHS arts programs. Knight Regiment, the SMHS marching band, visits the middle schools. In addition to performing, the band students meet in small groups with 8<sup>th</sup> graders to share their experiences, answer questions, and encourage participation. The counselors then meet individually with all eighth graders, including English Learners and students with IEPs, to guide them in the course selection process. This discussion student’s interests, and then guide them towards courses that reflect that interest. Multiple parent nights, offered in both English and Spanish, support parents as they help their students navigate course selection. This individualized course selection model continues every year, as SMHS’s 3,200 students meet individually with their counselor.

The faculty at SMHS prides itself on providing a high quality academic as well as practical education to the students. As students engage in the arts programs, they are immediately introduced to many career options that are available to them in the arts. Both faculty and the counseling department work to provide scheduling options for students to continue in any art path they choose. During the master scheduling process, singletons that may create conflicts are identified as they come up and addressed with the faculty in order to establish a schedule that works best for students and staff. Many other academic and post high school support mechanisms are in place as well at San Marcos High School, notably the SM Art Talks. This panel discussion series provides students, staff, and parents access to industry professionals that span a wide spectrum of careers from each discipline. Career pathways are also promoted to students through posters and websites such as <http://www.theartcareerproject.com>. Partnerships with local colleges and universities (SDSU,

CSUM, Palomar CC and Mira Costa CC) also provide advocacy and access to post high school pathways

### **Theme 5 – Professional Development**

The San Marcos Unified Visual and Performing Arts is partnered with The California Arts Project as professional development facilitator and consultant. TCAP opportunities for staff include the Arts Empower Mega Conference and National Core Arts Standards workshops. The SMUSD VAPA Coordinator provides content specific PD support on topics such as assessment strategies and practices, methods of inquiry(NGSS), arts literacy (ELA) as well as provides staff opportunities to visit other conferences, programs and arts professionals. Industry professionals are also brought on to campus through the SM Art Talks series. These professionals provide insight to staff on current industry trends.

### **Theme 6 – Community Involvement and Collaboration**

San Marcos is a hub of arts activity. Throughout the year, students take their arts into the community via performances and art exhibitions (i.e. SM Arts Alive) as well as invite the community on campus for its myriad of arts events. The school is fortunate to be surrounded by colleges and universities. Members of the faculty take place in the San Marcos Arts Collaborative. An organization comprised of members the academic and professional sectors to that meet quarterly to promote arts in the city of San Marcos. This has allowed for strategic articulation and alignment agreements to be put in place. The “Digital Media” and “Fine Woodworking” currently have agreements with Palomar and “Music Business” is finalizing its pathway with Mira Costa. The creation of the Conservatory at SMHS came out of conversations with performing arts departments from the local universities to develop a high school program that mirrored the rigor of collegiate programs. The Conservatory also uses university faculty as panel members for the juries.

Community support for arts at SMHS can be seen routinely in the form of advocacy, financial support(via individual donations and grants) and volunteerism. Last spring 5 SMHS students were recipients of scholarships through the Community Arts Scholarship Initiative. These scholarships are funded by donations and support students continuing their art form in college.

### **Theme 7- Resources, Facilities, and Funding**

The SMHS campus is a 3 year old state of the art facility that includes:

2 dance rooms with sprung floors and mirrors, Band room with practice and storage rooms, Choir room with practice and storage rooms, music technology room, 386 seat theater with professional level sound and lights, scene shop, black box theater, multiple digital media computer labs, ceramics room with wheels and kilns, sculpture room with electric kilns, 2 art studios, professional level woodworking studio, video production studio with lighting and green screen. CTE classrooms contain technology that has been specified by CTE partners.

Facilities were designed with faculty input for adequate performance, rehearsal and assessment consideration. All rooms have up to date technology that includes short throw projectors and audio capabilities.

With a line in LCAP for both VAPA and CTE, these programs receive some funding through the community stakeholder committee process. Currently SMHS maintains 12 fulltime certificated VAPA/AME teachers funded by through site FTE's with additional after school staff and arts programs funded using SDCOE ASES grant money. Each program receives district and/or site funding for operating costs and consumables. SMUSD provides money for uniform replacement and instrument repair for the music department. Facility and technology upgrades are handled at the district level by the office of facilities and maintenance. This office facilitates a committee made up of district stakeholders that reviews and directs upgrades and renovation.



**California Department of Education  
2017 California Gold Ribbon Schools Program  
Middle and High School Application: Part A**



37-73791-3737632

County-District-School (CDS) Code – 14 digits

San Diego

County Name

San Marcos Unified School District

District Name

San Marcos High School

School Name *(If your school is selected for honors, this school name will be engraved on the award plaque.)*

1615 San Marcos Blvd.

Mailing Address

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92078

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760-290-2200

Area Code and Phone Number Ext.

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Area Code and Fax Number

tiffany.campbell@smusd.org

Principal's E-mail Address



*I certify that I have reviewed the information contained in this application and, to the best of my knowledge, it is complete and accurate. I further certify that:*

- *A data re-certification in early 2017 may disqualify my school from consideration.*
- *The Office for Civil Rights does not have any outstanding findings of civil rights statute violations by the school or district that may affect the school;*
- *There are no pending lawsuits by the Department of Justice against the district alleging that the school, or the district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clauses; and*
- *The school or district is addressing or has addressed any identified areas of noncompliance under federal or state laws and regulations.*

Tiffany Campbell

Principal's Name

Principal's Signature

12/01/2016

Date

Kevin Holt, EdD

District Superintendent's Name

Superintendent's Signature

12/01/2016

Date

### School Information

1. Current school enrollment: 3238
2. Which category best describes where your school is located?  
 Urban     Suburban     Rural
3. Does your school receive Title I funding?     Yes     No  
 If yes, indicate type of services:     School-wide     Targeted Assistance
4. What is your school calendar?  Traditional     Year-round     Modified
5. Is your school a charter school?     Yes     No
6. Number of full-time and part-time staff members in each of the categories below:

	Full-time Staff	Part-time Staff
Administrators	<u>6</u>	_____
Classroom teachers	<u>126</u>	_____
Counselors	<u>7</u>	_____
Credentialed librarians	<u>0</u>	_____
Nurses	<u>1</u>	_____
Psychologists	<u>2</u>	_____
Technology/media specialists or technicians	<u>2</u>	_____
Paraprofessionals	<u>14</u>	<u>12</u>
Campus resource officers	<u>1</u>	_____
Other staff ( <i>specify</i> ) <u>Social Worker</u>	<u>1</u>	_____
<u>Speech Language Pathologist</u>	<u>2</u>	_____
<u>Classified (campus supervisors, guidance tech, health clerk, typist clerk, custodian, secretary</u>	<u>28</u>	<u>23</u>
<b>Total staff</b>	<u>190</u>	<u>35</u>

## Directions to Your School

If your school is selected as a statewide nominee, the site visit team members will need directions to your school.

San Diego

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San Marcos Unified

District

San Marcos High School

School

1615 San Marcos Blvd	San Marcos	92078
Street Address	City	Zip Code
Tiffany Campbell	760-290-2200	2217
Principal	(Area Code) Phone Number	Ext.

San Diego International Airport/Lindbergh Field, San Diego CA

Name and Location of the Nearest Airport

I-5

Major Freeway Access

Provide detailed travel directions indicating the surface streets that lead to your school. Please do not submit directions or a map generated by an Internet Web site.

From San Diego International Airport:  
 Travel North on Airport Terminal Road  
 Stay in right 2 lanes to take ramp to I-5/Downtown  
 Merge onto N Harbor Drive and stay in left lane  
 Turn left onto W Laurel Street  
 Stay in left lanes to turn left onto India Street and merge onto I-5 N  
 Remain on I-5 N for 24 miles  
 Take the Leucadia Blvd. exit, stay in right lanes  
 Turn right onto Leucadia Blvd  
 Remain on Leucadia Blvd; cross El Camino Real and continue on Olivenhain Rd  
 Olivenhain Rd. name changes to Rancho Santa Fe Rd  
 Continue on Rancho Santa Fe Road to San Marcos Blvd  
 Turn right onto San Marcos Blvd  
 School can be seen from the corner of Rancho Santa Fe and San Marcos Blvd.  
 Turn right into parking lot at Knight's Realm. Follow road around to the front of the school for visitor parking.

## School Overview

San Marcos High School is located in the western portion of the city of San Marcos, which is in northern San Diego County. For nearly fifty years San Marcos High School served as the single comprehensive high school for district students. In 2004, a second comprehensive high school, Mission Hills High School, opened to better serve the needs of the growing population. With the passing of local Proposition K in 2010, San Marcos High School was slated for a complete rebuild of the campus. In the winter of 2012 relocatable buildings were placed in the parking lots and field areas, while the campus was demolished to make way for a state of the art facility that opened in January of 2014.

The physical transformation of San Marcos High School is a fitting metaphor for the changes that the school and, correspondingly, the city of San Marcos have undergone in the last decade. The city of San Marcos has evolved from a rural and agrarian based economy to a thriving suburban community with a vibrant mixed community. New home construction has fueled the growth of the city, including over 3,000 homes built since 2001 in the San Elijo Hills master planned community on the west side of the city. San Marcos High School serves two feeder middle schools one middle school - high socio-economic, and largely White population and other middle school-Title I, high levels of economically disadvantaged, and largely Hispanic.

Demographically, San Marcos High School family is made up of a diverse population with White and Hispanic being the predominant ethnicities, 44.3% and 40.9% respectively. African American, Filipino, and Asian make up the other ethnicities. 9.5% of the school population is enrolled in the Special Education program, 9.5% are English Learners and 32.2% qualifies for the Free and Reduced Lunch program. Historically, San Marcos High School has a graduation rate of 98.71% with 64.6% of that population being A-G compliant.

When API was still a measure of school's success, San Marcos High School was on an upward trajectory academically with score of 670 in 2005 to 858 in 2013. San Marcos High School earned a Statewide Rank of 9 and a Similar School Rank of 10. San Marcos High School offers a variety of curriculum that allows students to choose a course of study that will meet their needs of being college and/or career ready. San Marcos High School has a state recognized VAPA program, a certified AVID program, a variety of CTE pathways from Health and Medical to Arts and Entertainment.

61.4% of our population is enrolled in one or more of our 31 Honors or Advanced Placement courses. While this rate is high the predominant ethnicity in these courses is White/Caucasian representing 31.6% of the AP/Honors population. The Hispanic population represents 17.57% of the AP/Honors population.

San Marcos High School has been working over the last four years to shift curricular and instructional focus to meet Common Core requirements and recently has begun the endeavor to shift to Next Generation Science Standards.

In order to focus on the whole student, San Marcos USD and High School has developed more counseling positions at the site. San Marcos High School has seven counselors, two school psychologists, one school psychology intern, one school social worker who works with three school social work interns and one college and career technician.





California Department of Education  
2017 California Gold Ribbon Schools Program  
Middle and High School Application: Part B



San Marcos High School

### Model Program/Practice Summary

1. Name of Model Program/Practice:

Equity, Opportunity, and Success: Schoolwide practices and programs to increase under-represented students' participation and retention in H/AP/Leadership courses and A-G on-track status.

2. How long has this Model Program/Practice been in place?

- Less than 2 years       2-4 years       5-8 years       8+ years

3. What is the Target Area? (*Choose at least one area.*)

Target Areas:

- Career Technical Education
- Chronic Absenteeism and Dropout Prevention
- Civic Education Awareness
- Closing the Achievement Gap
- Education Supports
- Nutrition and Physical Activity/Education
- Parent, Family, and Community Involvement
- Professional Development
- Science, Technology, Engineering, and Mathematics
- Use of Technology
- Visual and Performing Arts

4. What are the target populations? (*Check all that apply.*)

Race/Ethnicity Subgroups:

- American Indian or Alaskan Native
- Asian
- Black or African American
- Filipino



*(Continued on next page)*San Marcos High School

- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- White
- Two or More Races

Other Student Groups:

- Socioeconomically Disadvantaged
- English Learners
- Students with Disabilities
- At-Risk Students (Academic, Social, Emotional, Behavioral, or Health)
- Other (*specify*)

5. What strategies are used to implement the Model Program/Practice? (*Check all that apply.*)

Strategies:

- School Climate
- Small Learning Communities
- Parent Involvement
- Data-Driven Decision Making
- Health Support
- Social/Emotional/Behavioral Support
- Professional Development
- Other (*specify*)

6. How is your Model Program/Practice referenced in your district's LCAP? [Refer to the State Priorities listed in *Education Code* (ED) sections 52060 and 52066. Charter schools must address priorities in EC Section 5206(d).]

SMUSD LCAP Goal 1

**College and Career** – Prepare students to successfully enter higher education or pursue a viable career path by providing all students with an equitable opportunity to access a coherent, articulated and engaging instructional program aligned to Common Core.

## Model Program/Practice Narrative

**Model Program/Practice Name:** Equity, Opportunity, and Success

### 1. Description of the Model

The San Marcos High School Equity, Opportunity, and Success program is a systems approach to increasing the participation and retention of non-traditional students in courses and pathways where research has shown will lead to postsecondary success, namely Honors/AP courses, upper level math, science, and language courses, and leadership classes. Our model practice focuses on early student recruitment, retention and ongoing support for these students, and teacher mindset and professional development to ensure equitable practices within the classroom.

In 2014 the school district's LCAP constructed four goals, the first being to "prepare students to successfully enter higher education or pursue a viable career path by providing all students with an equitable opportunity to access a coherent, articulated and engaging instructional program aligned to the Common Core." The plan noted "a significant and persistent performance gap exists with Hispanic, economically disadvantaged, long term English learners and students with disabilities [as indicated by] API, A-G completion..." A review of our own school's data showed a considerable gap in the aforementioned metrics related to college and career readiness. As such, we saw a need to focus on two areas that are directly mentioned in the LCAP: participation in college preparatory programming (A-G on track status) and enrollment in a rigorous high school curriculum (participation in H/AP courses).

A closer look at the data also revealed that a student's path was determined much in part based on the middle school that was attended. With two feeder schools, we found that a majority of students who entered our school from one middle school - high socio-economic, largely White population - enrolled in and persisted in H/AP, higher level math, and A-G elective courses in the 9th grade. Students from our other feeder school - Title I, high levels of economically disadvantaged, largely Hispanic - for the most part did not enroll in rigorous coursework in 9th grade, including those who may have been in honors in middle school. We saw that these students were less likely to pursue rigorous coursework and were also more at risk of failing to connect to school, resulting in higher absenteeism, lower GPAs, and higher transfer rate to alternative school. To address this, we began a systematic shift in programming and policy to increase participation and retention in rigorous course pathways for non-traditional students, namely, Hispanic and Socioeconomically Disadvantaged. It was our belief that a holistic, system-wide change in practice would directly benefit our targeted group by building academic skills, strengthening school connection and its associated metrics (absenteeism/behavior) and promoting future college and career success; and would also indirectly benefit our whole school population by diversifying the voices and perspectives within H/AP classes; shifting the mindset and instruction that is required of teachers to meet the academic and social/emotional needs of a diverse group of learners in H/AP and all classes; and shifting the school culture to promote inclusion, diversity, and connectedness among students.

We paid attention to both the academic and social/emotional needs of students recognizing that we would need to build both academic and non-cognitive skills. Because this would be a systematic shift in our way of doing business – from master schedule shifts to after school tutoring to parent support - we garnered all resources (District LCAP funding, GEAR Up partnership funds, ASSETs grant funding, and the school's general fund) and worked through

a lens of equity to develop a plan to move us forward. People in all areas of the school were tapped as resources. Specifically, counselors developed a plan to get target students on track for A-G; two teacher coordinators were added to help in the recruitment and support of students new to H/AP; the school social worker was used to develop strategies to help students and parents cope with the rigors of H/AP and to help lead professional learning related to equitable practices in the classroom that benefit social/emotional growth of all students ; the ASB Director was charged with facilitating student-led inclusion efforts to build connection to school; expert community members were asked to educate parents on their personal mindsets and the needs of their students in pursuing rigorous coursework. LCAP funds were set aside for professional development we knew would be needed as we diversified classes and pursued a holistic approach to closing the opportunity gap. Our goal of the professional learning was two-fold, first to create an environment among all staff in which open discussion regarding the barriers that our students face in receiving equitable opportunity would become commonplace and lead to teacher reflection on their personal practices. The second was to foster a change in practice in which all decisions are made through the lens of equity, resulting in pathways in which every student feels prepared, compelled, and welcomed to challenge themselves in rigorous learning environments. We expect our student will show gains not only on standardized metrics – CAASP, grades, A-G completion - but in areas of student culture, as measured by attendance levels, behavior referrals, participation in school activities, and other anecdotal data.

## **2. Implementation & Monitoring of the Model**

In anticipation of the focus to diversity the H/AP program, we began with the goal of opening teachers' minds to their biases and the specific barriers they may unwittingly be imposing on students. Monthly staff meetings have defined equity, examined the role of unconscious bias in classrooms, opened dialogue among staff regarding privilege and the role it - and lack of it - plays in the social and academic arena. Staff learning always takes the role of inquiry, problem solving and conversation rather than direct instruction in order to model types of equitable instructional practice and strategies that should be used in the classroom. We also attempt to always include elements of qualitative data and student voice so that staff can hear the perspective of the students for whom these changes most affect. Since 2014 staff has participated in local, regional, and national conferences highlighting equity. The conferences have helped to show teachers the importance for all students to have access to rigorous curriculum and courses, the benefit to all students of the integration of these courses, and the shift in instructional practices necessary to open access and provide opportunity for all students to learn in a rigorous academic environment. In the 15/16 school year professional learning has expanded to include equitable practices that can be used by staff members to promote access and opportunity for all students. As we evolve from mindset to practice we have supplied staff with ongoing professional learning around restorative practices, trauma informed care, and culturally responsive teaching. These specific pieces have given our teachers strategies to better relate to all students in their classroom. By being attentive to these practices, we hope to increase positive classroom relationships among students and staff, build our teachers' classroom management toolbox, and reduce the amount of time students are out of class on behavior issues. Additionally, we have provided staff opportunity to delve into their own focus areas to improve student access and as a result have staff studying and piloting standards based grading, integrated classroom technology, and co-teaching as methods of equitable practice.

Monitoring and assessment of the effectiveness of the professional learning takes place through discussions with Team Leaders at monthly meetings, monitoring of weekly Team meetings, evidence of implementation of instructional shifts as indicated by walk-through data, and analysis of enrollment and retention data (attrition rates, grades).

Because we recognized that students would not simply find their way to more rigorous coursework on their own, we put into place recruitment efforts to increase participation. In the 15/16 school year we looked at both onsite and feeder school recruitment. With the help of our AP teachers we recruited a group of ten students who would form a new student group, AP Ambassadors. These students were part of our target demographic - primarily Hispanic, economically disadvantaged - who had taken an Honors or AP course in tenth grade and had continued on in 11th grade. They may or may not have passed the AP test, but had earned a passing grade in the class. They overcame personal obstacles to find their own measure of success in H/AP courses; their voices and stories would help us in our recruiting efforts.

In the same school year, in partnership with the Gear Up program, we were able to test all 9th-11th graders in the PSAT 8/9 and the PSAT. It opened access to all students on our campus for this important test, and provided us with recruitment data through the AP Potential list generated from the test results. We cross referenced this data with AP and Honors course rosters to identify students who had potential to do well in H/AP, but were not enrolled. These 9th-11th grade students were then personally invited to learn about and sign up for an honors or AP course for the following year. The AP Ambassadors, AP coordinator, school administration, and Gear Up staff also sent invitations and made personal phone calls to identified students' parents for meetings to discuss the benefits of an honors program and their students' potential to be successful in the coursework.

We expanded recruiting efforts at the middle school in the spring of 2016. With a focus on students from our Title I middle school, we began recruiting for a new 9th grade leadership academy that would start in the 16/17 school year. Quest Academy students were identified first from our target student criteria (Hispanic, Economically Disadvantaged), and then narrowed based on parent education level, teacher recommendations, Lexile levels, and math placement. They were students who had not signed up for honors courses during course selection, whom teachers identified as having leadership potential (positive or negative), had earned C's and D's but could potentially earn A's and B's, and students whose families may not be able to provide necessary academic support. AP Ambassadors held small group meetings at the middle school with these students to encourage their entrance into the Academy. The students would have to commit to taking a cohort of Honors English, Algebra 1, and the Academy personal development leadership course.

Because our target students are new to the rigors of H/AP coursework, we have worked on a prevention model, to offer students early, ongoing, systematic support. Using Gear Up and site ASSETs and LCAP funds, we opened summer academies to help students prepare and transition to H/AP. These are 3-week skills-based sessions in English, History, upper level math, AP Sciences, and upper level language. Students are offered incentives to attend, including field trips and opportunities to have their AP tests paid for. Students also participate in activities to develop social bonds among those going into the same subjects, helping to aid in the possible anxiety felt entering a new environment - we want students to recognize that they are not alone in their journey. Additionally, the Access and Support coordinator uses a period release to build in academic and social/emotional supports for students throughout the school year. Her efforts have included a Welcome Rally at the beginning of the school for all new students to H/AP; a peer tutoring program in which any student can receive targeted help in their specific H/AP subject area; and an AP club where student mentors offer

social/emotional support to students throughout the year. She is also responsible for gathering data on these newly minted H/AP students, communicating with teachers regarding these students, and working with teachers on strategies to help best meet the needs of these students in the classroom. The school is also working to bolster retention in these courses through policy changes. In the 16/17 school year all students wishing to drop an H/AP course were required to have a parent meeting prior to being granted removal from the course. Students have been given options of support and encouraged to remain in the class. Students have not been the only ones targeted in our recruiting efforts. Parents of our target students were personally invited to H/AP nights (held in English and Spanish) to learn about the program and encourage their students to take H/AP. We have also developed several parent education opportunities including a 7-week series held in Spanish for our Hispanic parents to support the academic and social/emotional needs of their students; a 5 week series held in Spanish for fathers and sons; mental health nights to educate parents on helping their student deal with the social/emotional demands of rigorous academic pathways. Ongoing support is also through monthly morning workshops, monthly ELAC meetings, a detailed monthly Counseling newsletter, and workshops provided by our counseling and Gear Up staffs. Specific attendance data from these workshops give a good indication if our targeted approach is working and we are reviewing anecdotal academic and behavioral evidence of the students whose parents attend the workshops.

### **3. Results of the Model/Pupil Outcomes**

In this 2<sup>nd</sup> full year of our systematic shift in mindset and practice, we have had positive anecdotal data from teachers. We have seen a shift of focus in our core departments to a focus on instruction that meets the needs of all learners. Qualitatively, teachers report that the addition of new students to the H/AP courses has improved the depth of class discussions. Walkthrough data has shown a shift in instructional practices to include a greater emphasis on student co-construction of knowledge as evidenced by an emphasis on productive group work on student voice. With the shift to student centered learning, there is concern from teachers regarding the gap in skills that is seen among students new to H/AP; we will work with teachers to improve the referral process to our peer tutoring program to help. Initial data from 16/17 has indicated an increase in the percentage of students enrolling in H/AP courses this school year with a 5% increase in our Hispanic enrollment; the overall enrollment in AP has increased from 48.6% to 61.15% of the school population. Student attrition in the first semester has dropped by half in most H/AP classes. Review of grades from the first 2 progress reports show a 75% or above pass rate for all H/AP courses. The 9<sup>th</sup> grade Quest Academy has also shown promise, with students earning an average 3.12 GPA. Data has indicated, however, that students are struggling in math, particularly Quest Academy students in Algebra 1. Because some students were removed from a math support class to enter the Quest cohort, it is clear that there is a need to evaluate differentiation strategies to better support these students. To begin to address these concerns, work has begun in our math department to focus professional learning on instructional strategies that address the Standards of Mathematical Practice, building students' foundational mathematical thinking ability rather than focusing on basic math formulas. Our Quest Coordinator and Algebra 1 teacher have gone to additional workshops on equity in math and are using peer led instructional coaching to approach teacher needs. We continue to address the learning needs of students and teachers as we continue to refine our program for equity, opportunity and success.